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ABSTRACT

Data were gathered to provide a descriptive profile of educational, employment, and experiential backgrounds of full- and part-time home economics teachers of adults in Florida. Those data were intended for use in designing inservice activities to provide professional development and more relevant programs for the adults being served. In phase 1, through a survey instrument administered to 339 teachers in six Florida counties, staff gathered demographic information, information on current home economics adult program involvement, and data on inservice educational needs. During phase 2, the Delphi technique was used to identify and assign priorities to specific needs of adult populations to be met through home economics programs, as perceived by 54 teachers. Data analysis showed that home economics programs do not reflect comprehensive coverage of all aspects of consumer and homemaking education. Teachers perceived the needs of their constituencies as broader than the programs being offered. Areas of need in which teachers desired additional inservice training included nutrition, money management, child and family development, and sewing. Teachers were receptive to a variety of modes of inservice educational delivery systems. (The instruments and study results are appended.) (YLB)

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A DESCRIPTIVE STUDY OF FULL AND PART-TIME HOME ECONOMICS TEACHERS IN FLORIDA WITH IMPLICATIONS FOR INSERVICE EDUCATION

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Final Report

Department of Education Project #0-3C11

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PREFACE

This publication is the final report of the Division of Vocational Education, Department of Education funded project A Descriptive Study of Adult Full and Part-Time Home Economics Teachers of Adults With Implications for Inservice Education. The project was planned and carried out by the Home Economics Education faculty at Florida International University.

The purpose of the project was to provide a descriptive profile of the educational, employment, and experiential backgrounds of the full-time and part-time home economics teachers of adults in Florida and to use that information as a basis for the development of models of inservice education to meet identified needs of the home economics teachers of adults.

This report provides a description of the processes involved in carrying out the project; a discussion of the findings of the descriptive study; and recommendations for inservice activities.

BACKGROUND OF THE PROJECT

Home economics teachers of adults in the State of Florida come to their employment with a variety of educational, employment and experiential backgrounds. Although this diversity may strengthen the delivery of adult education programs, it may also stand in the way of effective planning for staff development to meet the broad variety of needs of these teachers. As the importance of lifelong learning increases, so does the need to prepare teachers to meet the realistic needs of adult learners. Social and economic change, the special needs of adults with handicaps and the concerns of disadvantaged individuals are factors of contemporary society that make it imperative to provide consumer and homemaking education programs relevant to the broad and varied aspects of survival skills needed by individuals and families.

Supervisors of home economics programs for adults have identified numbers of home economics teachers of adults who have certification needs, subject updating needs, need for a variety of competencies in working with different target populations and redirection needs in content and conceptual focus. However, no hard data has been collected in a systematic manner to provide specific and pertinent information about the home economics teachers of adults backgrounds and their identified areas of need.

If this kind of data bank were available, it would assist in making the planning and delivery of inservice education

and supervisory services more relevant to the needs of the instructors and their constituencies.

The purpose of this study was to gather data that would provide a descriptive profile of educational, employment and experiential backgrounds of full-time and part-time home economics teachers of adults in Florida. The intent is to utilize the data to design inservice activities to promote professional development and ultimately more relevant programs for the adults in the communities being served. The specific objectives of the study were:

1. To gather data that would provide a descriptive profile of educational, employment, experiential backgrounds and unmet staff development and inservice educational needs of home economics teachers of adults throughout the State of Florida.
2. To identify areas of professional development concerns of home economics teachers of adults as they relate to the concerns and needs of the target populations they serve.
3. To determine gaps between the preparation and backgrounds of home economics teachers of adults and their professional needs in providing relevant programs to the target populations they must serve.
4. To develop a matrix of potential preservice

and inservice delivery systems to assist supervisors of home economics teachers of adults, teacher educators and other providers in planning staff development programs.

REVIEW OF LITERATURE

The inservice education of teachers has had a long, and for the most part, an unglorious history. The committment of the country to compulsory elementary education in the mid 1800's led to the employment of thousands of teachers who had little or no formal preparation for teaching. The "summer institutes" became the vehicle for helping teachers bridge the gap between what they were expected to know and do and what were, in fact, their levels of knowledge and their teaching competencies (Tyler, 1971). Inservice education was remedial in nature and was designed to fill the deficits that existed in teacher training.

Assessment of the effectiveness of current staff development and inservice education programs for teachers usually vary greatly. But one thing is constant, inservice education has not, as yet, been given the attention it needs and deserves. Amidon and Hough (1967) have characterized it as follows: "At its worse, inservice training is a gigantic spectator sport for teachers costing at least $20 million annually" (p. 257). There has been a lack of a systematic approach to a universal problem. Rubin (1971) states that teachers' professional growth through inservice teacher education has not been taken seriously and that we have failed to develop an appropriate scheme or methodology for monitoring inservice education.

Furthermore, decisions concerning content, form and arrangements for inservice education have typically been handled at the administrative level with little input from teaching fac-

ulty. As Rubin (1971) indicates, teachers recognize that they are not involved in contributing to decisions that impact upon their professional development and to further support this point, Brimm and Tollett (1974) provided evidence to show that teacher attitudes reflect a general feeling that most inservice training is not responsive to their own needs.

Ingersoll (1976) indicates that to fail to include the teacher in the decision-making process lacks sense for a variety of reasons: (a) when teachers are involved at the choice point, they are more likely to carry their interest into actual training; (b) it fails to make financial sense to offer something that has little relevance to teachers' needs; and (c) to make all the decisions at an administrative level is little more than patronizing.

In a number of states, legislation is encouraging innovative and extensive inservice education for teachers. It is receiving increased attention from school districts, colleges of education and professional education associations. Florida's approach to inservice education has been more innovative than that of most states. Funding for staff development has become part of the state's Comprehensive Program of Staff Development. Each instructional unit is given an appropriation to be used for inservice education activities. Each of the sixty-seven counties formulates a five year master plan which is reviewed at the state level. This effort at master planning, in conjunction with a built-in funding pattern provides a more structured approach to inservice education than is found in most other states.

Some promising strategies for inservice education are emerging. Davies and Aguina (1975) identify one of these promising strategies as "collaboration". The interested parties of such a collaboration may be two or more of the following groups: (a) school districts; (b) teachers (or their professional organizations); (c) schools, colleges, or departments of education; (d) State Department of Education; (e) administrative school personnel; and (f) school boards. The essential components of collaborative inservice education efforts are: (a) needs assessment; (b) design; (c) implementation; and (d) evaluation.

DESIGN OF THE STUDY

This study had two major components or phases. In Phase One, a survey instrument was used to gather data to provide a descriptive profile of home economics teachers of adults. Phase Two utilized the Delphi technique to identify and prioritize specific needs of adult populations to be met through home economics programs, as perceived by home economics teachers of adults. Data for the study were collected from the six most populous counties in Florida: Broward, Dade, Duvall, Hillsborough, Orange and Pinellas. The home economics supervisor/coordinators in those counties served as an Advisory Committee for the study. In this capacity, they assisted in the validation of the survey data collection instrument; in setting up procedures for data collection; in the distribution and collection of the survey instrument; and in the interpretation of the findings of the study.

Selection of the Sample

Phase One

The population for Phase One, the descriptive profile of home economics teachers of adults, was the 339 full and part-time home economics teachers of adults in the most densely populated counties in Florida: Broward, Dade, Duvall, Hillsborough, Orange and Pinellas. These counties were selected because (1) there were designated home economics supervisor/coordinators for home economics programs for adults in the county; and (2) the number of home economics teachers of adults provided a viable pool from which to collect the data.

Phase Two

The sample for Phase Two, the Delphi component, consisted of 70 home economics teachers of adults selected by the county supervisor/coordinator of home economics programs for adults in the six counties identified for Phase One. The supervisor/coordinator selected those teachers who, in the judgment of the supervisor/coordinator, had the most knowledge about the needs of adult populations in their county.

Development of the Instruments

Phase One

The survey instrument designed to collect data for the descriptive profile of home economics teachers of adults, consisted of three parts: demographic information; current home economics adult program involvement; and inservice education needs. Part I, Demographic Information, included: sex of respondents; age range of respondents; birthplace of respondents; racial and ethnic background; marital status; number of children; age range of children; language spoken by respondents; type of certificate held; highest earned degree; full and part-time employment; full-time employment positions; number of years as a home economics teacher of adults; total number of years of employment other than teaching; work with selected ethnic groups; work with handicapped students; location of employment sites; professional association affiliations; reasons for teaching in adult home economics programs; special preparation for teaching adult home economics classes; methods used for updating; and fu-

ture plans.

Part II, Current Home Economics Adult Program Involvement, focused on the home economics teacher's program involvement during the 1979-80 academic year. Respondents were asked to list courses they had taught in each of the five subject areas of home economics: food and nutrition; housing and home furnishings; human development, child development, and family development; management, family economics and consumer education; and textiles and clothing. In addition, they were asked to check those Consumer and Homemaking program courses identified in the New Curriculum Framework for Home Economics in Florida that they had taught.

Part III, In-Service Education Needs, included a list of specific concepts from the five subject areas of home economics identified in Part II. Respondents were asked to check the degree to which they would be willing to teach each of the subtopics if they had additional inservice training. A five point Likert scale (5, would teach; 3, uncertain; 1, would not teach) was used. Open ended statements provided an opportunity for listing additional inservice needs in each of the five home economics subject matter areas. Information regarding preferred delivery systems was also requested. A copy of the survey data collection instrument can be found in the Appendix.

Phase Two

The instrument for Phase Two of the study was developed using the Delphi technique. Seventy home economics teachers of

adults, identified by the supervisor/coordinators, were asked to respond to open ended statements identifying perceived needs of adult constituencies in their communities that could be addressed through home economics programs for adults. Fifty-four of the teachers responded identifying over 300 areas of need. The items identified were edited and refined to avoid duplication and/or repetition. The resulting 162 items were grouped according to the five home economics subject areas. Respondents were then asked to rate each item on a 5-point Likert scale: 5 = maximum priority; 4 = high priority; 3 = medium priority; 2 = low priority; and 1 = minimum priority. A copy of the instrument can be found in the Appendix.

Findings - Phase One

A Descriptive Profile of Full and Part-Time Home Economics Teachers of Adults

Phase One of the study was designed to provide a descriptive profile of full and part-time home economics teachers of adults in Florida. A survey instrument was developed and distributed to the 339 full and part-time home economics teachers of adults in Dade, Broward, Duvall, Hillsborough, Pinellas and Orange counties. Responses were received from 160 or 47.2% of the population. The number and percentage of returns from each of the counties is shown in Table 1.

TABLE 1

NUMBER AND PERCENTAGE OF RESPONSES FROM HOME ECONOMICS TEACHERS OF ADULTS IN SELECTED FLORIDA COUNTIES

COUNTY	SENT N	RETURNED N	RETURNED %
Broward	59	22	37.2
Dade	104	37	35.6
Duval	40	15	37.5
Hillsborough	28	20	71.4
Orange	53	19	35.8
Pinellas	55	47	85.5
TOTAL	339	160	47.2

These home economics teachers of adults in Consumer and Homemaking programs were predominantly female. Table 2 presents the number and percentage of female and male home economics teachers of adults in each of the six counties.

TABLE 2

SEX OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

COUNTY	SEX OF RESPONDENTS Female N	%	Male N	%	TOTAL N	%
Broward	19	11.9	3	1.9	22	13.7
Dade	37	23.1	0	.0	37	23.1
Duval	13	8.1	2	1.3	15	9.4
Hillsborough	20	12.5	0	.0	20	12.5
Orange	17	10.6	2	1.3	19	11.9
Pinellas	47	29.4	0	.0	47	29.4
TOTAL	153	95.6	7	4.4	160	100.0

Over 75% of the respondents were 36 years of age or older with just one-fourth of the respondents in the 56 years and older category (Table 3).

The majority of the respondents, 87%, were born in the United States. Respondents who were born outside of the United States were not asked to indicate their country of birth (Table 4).

TABLE 3

AGE RANGE OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	AGE RANGE OF RESPONDENTS											
	25 Yrs. & Under		26-35 Years		36-45 Years		46-55 Years		56 Yrs. & Older		TOTAL	
COUNTY	N	%	N	%	N	%	N	%	N	%	N	%
Broward	1	.6	0	.0	4	2.5	4	2.5	13	8.2	22	13.9
Dade	1	.6	7	4.4	9	5.7	9	5.7	9	5.7	35	22.2
Duval	0	.0	5	3.2	2	1.3	3	1.9	5	3.2	15	9.5
Hillsborough	0	.0	2	1.3	4	2.5	5	3.2	9	5.7	20	12.7
Orange	1	.6	6	3.8	4	2.5	6	3.8	2	1.3	19	12.0
Pinellas	0	.0	10	6.3	16	10.1	14	8.9	7	4.4	47	29.7
TOTAL	3	1.9	30	19.0	39	24.7	41	25.9	45	28.5	158	100.0

TABLE 4

BIRTHPLACE OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	BIRTHPLACE OF RESPONDENTS					
	USA		Outside USA		TOTAL	
COUNTY	N	%	N	%	N	%
Broward	17	10.9	5	3.2	22	14.1
Dade	25	16.0	10	6.4	35	22.4
Duval	15	9.6	0	.0	15	9.6
Hillsborough	17	10.	2	1.3	19	12.2
Orange	16	10.3	2	1.3	18	11.5
Pinellas	46	29.5	1	.6	47	30.1
TOTAL	136	87.2	20	12.8	156	100.0

The racial and ethnic backgrounds of the respondents was predominantly white/other than Hispanic (82.2%). Only 18% of the respondents were of other racial or ethnic backgrounds. The racial/ethnic background by county is shown in Table 5.

Over 75% of the respondents indicated that they were presently married, while 20% indicated that they were either divorced, widowed or separated (Table 6). Eighty percent of the respondents indicated they were parents (Table 7).

Respondents were asked to indicate the number of children they had and the age category of the children. Respondents reported a total of 177 children. Thirty percent of the children were 12 years of age or younger, while over 60% of the children were 18 years of age or older (Table 8).

TABLE 5

RACIAL & ETHNIC BACKGROUNDS OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	RACIAL/ETHNIC BACKGROUND									
	Black		Hispanic		White/Other than Hisp.		Other		TOTAL	
COUNTY	N	%	N	%	N	%	N	%	N	%
Broward	4	2.5	0	.0	18	11.5	0	.0	22	14.0
Dade	7	4.5	8	5.1	20	12.7	1	.6	36	22.9
Duval	0	.0	0	.0	15	9.6	0	.0	15	9.6
Hillsborough	0	.0	1	.6	17	10.8	1	.6	19	12.1
Orange	1	.6	1	.6	17	10.8	0	.0	19	12.1
Pinellas	3	1.9	0	.0	42	26.8	1	.6	46	29.3
TOTAL	15	9.6	10	6.4	129	82.2	3	1.9	157	100.0

TABLE 6

MARITAL STATUS OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

COUNTY	MARITAL STATUS Divorced N	%	Married N	%	Separated N	%	Single N	%	Widowed N	%
Broward	3	1.9	15	9.4	0	.0	0	.0	4	2.5
Dade	5	3.1	25	15.6	0	.0	4	2.5	3	1.9
Duval	1	.6	12	7.5	1	.6	0	.0	1	.6
Hillsborough	3	1.9	14	8.8	0	.0	0	.0	3	1.9
Orange	2	1.3	16	10.0	0	.0	0	.0	1	.6
Pinellas	3	1.9	39	24.4	1	.6	2	1.3	2	1.3
TOTAL	17	10.6	121	75.6	2	1.3	6	3.8	14	8.8

TABLE 7

NUMBER OF CHILDREN OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

COUNTY	NUMBER OF CHILDREN									
	None		One		Two		Three		Four or More	
	N	%	N	%	N	%	N	%	N	%
Broward	6	3.8	5	3.1	4	2.5	4	2.5	2	1.3
Dade	11	6.9	10	6.3	10	6.3	4	2.5	2	1.3
Duval	1	.6	2	1.3	11	6.9	0	.0	1	.6
Hillsborough	1	.6	5	3.1	4	2.5	7	4.4	3	1.9
Orange	6	3.8	3	1.9	1	.6	4	2.5	5	3.1
Pinellas	7	4.4	11	6.9	17	10.7	9	5.7	3	1.9
TOTAL	32	20.1	36	22.6	47	29.6	28	17.6	16	10.1

TABLE 8

AGE RANGE OF CHILDREN OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	AGE RANGE OF CHILDREN									
	5 Yrs. & Under		6-12 Years		13-17 Years		18-24 Years		25 Yrs. & Over	
COUNTY	N	%	N	%	N	%	N	%	N	%
Broward	0	.0	3	1.9	4	2.5	5	3.1	8	5.0
Dade	4	2.5	9	5.6	5	3.1	10	6.3	10	6.3
Duval	3	1.9	5	3.1	1	.6	2	1.3	7	4.4
Hillsborough	1	.6	4	2.5	4	2.5	4	2.5	10	6.3
Orange	2	1.3	3	1.9	3	1.9	8	5.0	6	3.8
Pinellas	8	5.0	6	3.8	14	8.8	18	11.2	10	6.3
TOTAL	18	11.3	30	18.8	31	19.4	47	29.4	51	32.1

Languages, other than English, spoken by the respondents were Spanish (14.5%), French (7.5%) and German (3.1%). A few respondents also listed as another spoken language Hungarian, Italian, Japanese and Yiddish (Table 9).

TABLE 9

LANGUAGES SPOKEN BY RESPONDENTS IN SELECTED FLORIDA COUNTIES

	LANGUAGES							
	French		German		Spanish		Others	
COUNTY	N	%	N	%	N	%	N	%
Broward	1	.6	1	.6	3	1.9	2[1]	1.3
Dade	2	1.3	2	1.3	11	6.9	4[2]	2.5
Duval	0	.0	0	.0	0	.0	0	.0
Hillsborough	0	.0	0	.0	3	1.9	3[3]	1.9
Orange	1	.6	1	.6	3	1.9	3[4]	1.9
Pinellas	8	5.0	1	.6	3	1.9	3[5]	1.9
TOTAL	12	7.5	5	3.1	23	14.5	15	9.4

1. Italian
2. Yiddish, Hungarian
3. Italian
4. Not Identified
5. Italian, Japanese

The majority of the respondents, 60.4%, indicated that they had vocational home economics certification. One third of the respondents had some type of homemaking certification other than vocational home economics. Ten of the respondents indicated that they had certification in some area other than home economics (Table 10).

TABLE 10

TYPE OF CERTIFICATE HELD BY RESPONDENTS IN SELECTED FLORIDA COUNTIES

	TYPE OF CERTIFICATE									
	Part-Time Homemaking		Standard Homemaking		Post-Standard Homemaking		Vocational Home Economics		Other	
COUNTY	N	%	N	%	N	%	N	%	N	%
Broward	8	5.0	3	1.9	0	.0	10	6.3	1[1]	.6
Dade	6	3.8	2	1.3	0	.0	27	17.0	2[2]	1.3
Duval	3	1.9	1	.6	0	.0	7	4.4	4[3]	2.5
Hillsborough	5	3.1	3	1.9	0	.0	11	6.9	1[4]	.6
Orange	1	.6	4	2.5	0	.0	13	8.2	0	.0
Pinellas	14	8.8	2	1.3	1	.6	28	17.6	2[5]	1.3
TOTAL	37	23.3	15	9.4	1	.6	96	60.4	10	6.3

1. Early Childhood
2. Elementary Education, Early Childhood
3. Industrial Education, Social Sciences
4. Apparel Manufacturing
5. Counseling and Guidance, Junior College, T & I

Approximately 75% of the respondents indicated they had completed either a baccalaureate or a master's degree (Table 11). Examples of baccalaureate degrees held are: Home Economics Education, Hotel Administration, Food and Nutrition Science, Clothing and Textiles, Nutrition, Chemistry, Elementary Education and English. Examples of Master's degrees held are: Home Economics Education, Nutrition, Clothing and Textiles, Child Development, Adult Education, Administration and Supervision and Guidance and Counseling.

TABLE 11

HIGHEST DEGREE EARNED BY RESPONDENTS IN SELECTED FLORIDA COUNTIES

	DEGREE			
	Bachelors		Masters	
COUNTY	N	%	N	%
Broward	2	1.4	5	3.4
Dade	20	13.6	9	6.1
Duval	5	3.4	3	2.0
Hillsborough	9	6.1	2	1.4
Orange	12	8.2	4	2.7
Pinellas	19	12.9	19	12.9
TOTAL	67	45.6	42	28.6

The majority of the respondents (72.3%) worked as home economics teachers of adults as a full time job. Those who indicated they worked part-time, worked anywhere from 3 to 39 hours a week in home economics programs for adults (Table 12).

TABLE 12

FULL AND PART-TIME EMPLOYMENT OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	EMPLOYMENT PATTERNS			
	Full-Time		Part-Time	
COUNTY	N	%	N	%
Broward	15	9.4	6[1]	3.8
Dade	24	15.1	12[2]	7.5
Duval	13	8.2	2[3]	1.3
Hillsborough	18	11.3	2[4]	1.3
Orange	9	5.7	9[5]	5.7
Pinellas	36	22.6	11[6]	6.9
TOTAL	115	72.3	42	26.4

Range of hours worked, per week, by part-time teachers.

1. 3-39 hours
2. 3-24 hours
3. 3-27 hours
4. 3-25 hours
5. 3-22 hours
6. 3-34 hours

Part-time teachers were asked to list their full-time employment roles. One half of them indicated that their full-time employment was in secondary schools. Other employment roles included child care teacher, elementary teacher, junior college teacher, college professor, dietitian, decorator and self-employed.

The length of time of employment as a home economics teacher of adults ranged from 6 months to 30 years for part-time teachers and from one year to 35 years for full-time teachers. The majority of both full and part-time teachers had taught in adult programs for 4 to 10 years (Table 13).

Seventy-four of the respondents indicated they had had 5 years or less of employment in fields other than teaching. Fifty-five of the respondents had had 6 years or more of employment in fields other than teaching (Table 14).

Respondents were asked to indicate whether or not they had had experience working with selected ethnic groups. The largest percentage, 74.2%, had worked with Blacks; 39% had worked with Cubans; and 19.5% had worked with Puerto Ricans. Respondents had also had experience with a variety of other ethnic groups. However, 21 of the respondents indicated they had not had any experience working with various ethnic groups (Table 15).

TABLE 13

NUMBER OF YEARS OF EMPLOYMENT AS A HOME ECONOMICS TEACHER OF ADULTS AS REPORTED BY HOME ECONOMICS TEACHERS OF ADULTS IN SELECTED FLORIDA COUNTIES

COUNTY	YEARS OF EMPLOYMENT											
	Under 3 yrs		4-10 yrs		11-15 yrs		16-20 yrs		20-24 yrs		Over 25 yrs	
COUNTY	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
Broward[1]	4	1	8	16	0	0	1	0	1	1	4	0
Dade[2]	10	7	18	3	5	1	1	2	0	1	1	0
Duval[3]	4	1	8	2	1	0	1	0	0	0	0	0
Hillsborough[4]	5	3	5	2	3	1	0	0	2	0	0	0
Orange[5]	8	2	8	5	0	0	0	0	0	1	0	1
Pinellas[6]	5	2	28	10	7	1	1	1	0	0	0	1
TOTAL	36	16	75	28	16	3	4	3	3	3	4	2

Range of number of years of employment

Part-Time	Full-Time
1. 1-30 years	1. 2-21 years
2. 1-18 years	2. 1-19 years
3. 6 months-16 years	3. 3-10 years
4. 6 months-23 years	4. 1-14 years
5. 6 months-10 years	5. 2-35 years
6. 6 months-16 years	6. 1-18 years

TABLE 14

TOTAL NUMBER OF YEARS OF EMPLOYMENT OTHER THAN TEACHING AS REPORTED BY HOME ECONOMICS TEACHERS OF ADULTS IN SELECTED FLORIDA COUNTIES

COUNTY	YEARS OF EMPLOYMENT				
	0-5	6-10	11-15	16-20	21 and over
Broward	5	1	3	5	7
Dade	18	5	2	1	5
Duval	7	3	1	2	2
Hillsborough	10	2	2	1	5
Orange	10	2	2	1	3
Pinellas	24	12	0	3	5
TOTAL	74	25	10	13	27

TABLE 15

NUMBER & PERCENTAGE OF RESPONDENTS WHO HAVE WORKED WITH SELECTED ETHNIC GROUPS

	ETHNIC GROUPS									
	Black		Cuban		Mexican		Puerto Rican		Other	
COUNTY	N	%	N	%	N	%	N	%	N	%
Broward	17	10.7	7	4.4	3	1.9	7	4.4	6[1]	3.8
Dade	31	19.5	28	17.6	5	3.1	13	8.2	15[2]	9.4
Duval	7	4.4	1	.6	0	.0	1	.6	5[3]	3.1
Hillsborough	15	9.4	10	6.3	2	1.3	5	3.1	6[4]	3.8
Orange	13	8.2	10	6.3	4	2.5	5	3.1	8[5]	5.0
Pinellas	35	22.0	6	3.8	1	.6	0	.0	7[6]	4.4
TOTAL	118	74.2	62	39.0	15	9.4	31	19.5	47	29.6

1. American Indians, French, Haitians, Orientals
2. Asian, Arabic, Haitians, Jewish, Italians, Germans, South Americans, Vietnamese
3. American Indians, Arabic, Italians, South Americans
4. Italians, Orientals, South Americans, Spanish
5. Asian, Iranian, Greek, Lebanese, Chinese, Japanese
6. Aleuts, Eskimos, Green, Hindu, Korean, Oriental, Spanish, Vietnamese

Twenty-one respondents indicated they had NOT worked with ethnic groups.

Respondents were also asked to indicate the experiences they had had working with students with handicapping conditions. Fifty-four indicated they had worked with students with physical handicaps; 42 had worked with students with mental handicaps; and 38 had worked with students with emotional handicaps. Eighty-five of the respondents, just over 50%, indicated they had had no experience working with students with handicaps (Table 16).

TABLE 16

NUMBER & PERCENTAGE OF RESPONDENTS WHO HAVE WORKED WITH HANDICAPPED STUDENTS

	HANDICAPPING CONDITIONS					
	Physical		Mental		Emotional	
COUNTY	N	%	N	%	N	%
Broward[1]	10	6.3	6	3.8	4	2.5
Dade[1]	11	6.9	10	6.3	9	5.6
Duval[1]	5	3.1	2	1.3	1	.6
Hillsborough[1]	4	2.5	6	3.8	7	4.4
Orange[1]	8	5.0	6	3.8	6	3.8
Pinellas[1]	16	10.0	12	7.5	11	6.9
TOTAL	54	33.7	42	26.2	38	23.7

[1] Indicated no experience working with persons with handicaps:

Broward	9
Dade	21
Duval	8
Hillsborough	10
Orange	9
Pinellas	28

Employment sites reported by the respondents included a wide variety of locations. Vocational technical centers (41.2%) and community schools (41.2%), were listed most often with recreation centers (31.3%) and condominium/apartments (29.4%) listed next as most used sites. One respondent reported the use of a mobile unit (Winnie) as the site for the program she delivered (Table 17).

Forty-eight of the respondents indicated that they were members of the American Home Economics Association, while 37 reported they were members of the American Vocational Association and 47 said they were members of the Florida Vocational Association. Fifty-seven of the respondents indicated they were not members of any professional organization (Table 18).

In identifying reasons why respondents chose to teach in home economics programs for adults, the challenge of working with different age groups (73.7%), opportunity for personal growth (68.8%) and additional income (60.0%) were selected most often (Table 19).

Eighty percent of the respondents indicated they had some preparation for teaching in programs for adults. This preparation included workshops (60.4%), coursework (41.9%) and individual instruction (44.0%). Just over 20% of the respondents indicated that they had no special training for working with adult populations (Table 20).

TABLE 17

LOCATION OF EMPLOYMENT SITES OF RESPONDENTS FROM SELECTED FLORIDA COUNTIES

	EMPLOYMENT SITES																					
	Vo-Tech Centers		Community Schools		Park		Church		Retirement Center		Condo./ Apts.		Recreation Center		Health Insti.		Correc. Insti.		Skills Center	
COUNTY	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Broward[1]	14	8.8	10	6.3	3	1.9	4	2.5	3	1.9	9	5.6	8	5.0	2	1.3	4	2.5	2	1.3
Dade[1]	19	11.9	18	11,2	4	2.5	6	3.8	10	6.3	5	3.1	6	3.8	0	.0	2	1.3	9	5.6
Duval[1]	1	.6	4	2.5	0	.0	1	.6	0	.0	0	.0	0	.0	0	.0	0	.0	2	1.3
Hillsborough[1]	10	6.3	8	5.0	1	.6	2	1.3	6	3.8	5	3.1	6	3.8	2	1.3	4	2.5	3	1.9
Orange[1]	11	6.9	9	5.6	0	.0	4	2.5	3	1.9	4	2.5	2	1.3	0	.0	0	.0	0	.0
Pinellas[1]	11	6.9	17	10.6	6	3.8	16	10.0	14	8.8	24	15.0	28	17.5	2	1.3	0	.0	5	3.1
TOTAL	66	41.2	66	41.2	14	8.8	33	20.6	36	22.5	47	29.4	50	31.3	6	3.8	10	6.3	21	13.1

[1]Other sites listed as places of employment:

Broward
Sheltered Workshop
Multi-Purpose Center
Off-Campus Private School

Duval
Canning Center
Fabric Store
Junior College
Community Schools

Orange
Community Civic Center
Private Businesses
Winnie
Adult Ed. Center

Dade
Adult Day Care Center
Senior Citizens Center
Voc. Center for Retarded
Training Center

Hillsborough
American Legion Post
Neighborhood Service Center
Schools

Pinellas
Government Housing Project
Rehabilitation Centers
Mobile Home Rec. Centers
Mental Health Clinics
Adult Day Care Centers
Evening School

TABLE 18

PROFESSIONAL AFFILIATES OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	PROFESSIONAL ASSOCIATIONS											
	AHEA		AVA		FVA		County VA		Local HETA		None	
COUNTY	N	%	N	%	N	%	N	%	N	%	N	%
Broward[1]	5	3.1	6	3.8	7	4.4	6	3.8	0	.0	10	6.3
Dade[1]	14	8.8	12	7.5	15	9.4	12	7.5	18	11.3	6	3.8
Duval	4	2.5	4	2.5	5	3.1	2	1.3	0	.0	6	3.8
Hillsborough[1]	2	1.3	1	.6	2	1.3	2	1.3	1	.6	13	8.2
Orange[1]	5	3.1	3	1.9	5	3.1	4	2.5	5	3.1	7	4.4
Pinellas[1]	18	11.3	11	6.9	13	8.2	11	6.9	23	14.5	15	9.4
TOTAL	48	30.2	37	23.3	47	29.6	37	23.3	47	29.6	57	35.8

[1]Membership in other professional associations:

Broward	Hillsborough	Pinellas	Dade
ADA/County DA	ADA/FDA	Personnel & Guidance Assn.	ADA
BACUS	FACUS	ADA	H. Ec. Teachers in EXILIO
SACUS	HCAUS		Phi Delta Kappa
	SACUS		SAIAO
	Florida Adult Ed. Assoc.		NACAW

Orange
Intern Food Service Ex. Assn.

TABLE 19

RESPONSES OF HOME ECONOMICS TEACHERS OF ADULTS IN SELECTED FLORIDA COUNTIES TO REASONS FOR TEACHING IN ADULT HOME ECONOMICS PROGRAMS

Reasons for Teaching in Adult Home Economics	Broward		Dade		Duval		Hills.		Orange		Pinellas		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full time employment	9	5.7	11	6.9	4	2.5	4	2.5	10	6.3	15	9.4	53	33.3
Additional income	9	5.7	18	11.2	11	6.9	13	8.1	11	6.9	34	21.2	96	60.0
Challenge of working with different age group	19	11.9	28	17.5	9	5.6	14	8.8	12	7.5	36	22.5	118	73.7
Opportunity for personal growth	13	8.1	21	13.1	12	7.5	15	9.4	13	8.1	36	22.5	110	68.8
Pressure from administration	0	.0	1	.6	0	.0	1	.6	0	.0	0	.0	2	1.3
Useful way to occupy free time	7	4.4	10	6.3	3	1.9	8	5.0	3	1.9	9	5.6	40	25.0

TABLE 20

SPECIAL PREPARATION FOR TEACHING ADULT HOME ECONOMICS CLASSES AS REPORTED BY RESPONDENTS FROM SELECTED FLORIDA COUNTIES

Types of preparation for teaching programs for adults	Broward		Dade		Duval		Hills.		Orange		Pinellas		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Workshop in adult education	12	7.5	25	15.7	6	3.8	11	6.9	5	3.1	37	23.3	96	60.4
Individual orientation by supervisor or coordinator	9	5.7	12	7.5	6	3.8	7	4.4	4	2.5	32	20.1	70	44.0
Course in adult education methods	10	6.3	16	10.0	4	2.5	7	4.4	7	4.4	23	14.4	67	41.9
Experience in extension	7	4.4	9	5.7	4	2.5	5	3.2	4	2.5	9	5.7	38	24.1
No special training	5	3.1	5	3.1	3	1.9	7	4.4	5	3.1	8	5.0	33	20.8

Respondents were asked to indicate the methods they used to update themselves in content and methods. Rated highest was demonstrations at local stores (62.5%), with professional journals (60.6%) and visits to business, industry and agencies (55%) ranked second and third. Over 75% attended university and/or community college courses to update themselves (Table 21).

In reporting their plans for the future, over 18% indicated they planned to either upgrade their certification and/or seek a degree or advanced degree in their field (Table 22).

From the demographic data collected, the following is a description of home economics teachers of adults in Florida:

> The average home economics teacher of adults is a white, married female, 46 years of age or older who was born in the United States. She has three children who are between the ages of eighteen and twenty-four. She has a Bachelor's degree and is vocationally certified. She is a full-time teacher of adults who has worked as a teacher of adults for ten years or less and has had employment other than as a teacher. She does not speak another language, has had little experience in working with the handicapped but has worked with the black population. She works mainly in a vo-tech school or a community school and has little or no professional organization affiliation.

TABLE 21

METHODS USED FOR UPDATING AS REPORTED BY RESPONDENTS FROM SELECTED FLORIDA COUNTIES

Methods used for Updating	COUNTIES												TOTAL	
	Broward		Dade		Duval		Hills.		Orange		Pinellas			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
University workshops/courses	10	6.2	25	15.9	5	3.2	6	3.8	7	4.5	22	14.0	75	47.8
Community college courses	7	4.4	15	9.5	9	5.7	3	1.9	1	.6	15	9.5	50	31.6
Demonstrations/local store	13	6.1	18	11.2	8	5.0	13	8.1	10	6.3	38	23.7	100	62.5
Home Economics County Extension	14	8.8	18	11.2	5	3.1	14	8.8	5	3.1	23	14.4	79	49.4
Professional conference	12	7.5	18	11.2	4	2.5	7	4.4	9	5.6	31	19.4	81	50.6
Professional journals	16	10.0	24	15.0	8	5.0	8	5.0	10	6.3	31	19.4	97	60.6
Visiting business, industry, agencies	15	9.4	17	10.6	8	5.0	12	7.5	9	5.6	27	16.9	88	55.0
Observing other teachers	8	5.0	16	10.0	3	1.9	11	6.9	7	4.4	31	19.4	76	47.5

TABLE 22

FUTURE PLANS AS REPORTED BY RESPONDENTS FROM SELECTED FLORIDA COUNTIES

Future Plans	Broward N	Broward %	Dade N	Dade %	Duval N	Duval %	Hills. N	Hills. %	Orange N	Orange %	Pinellas N	Pinellas %	TOTAL N	TOTAL %
Standard homemaking certificate	2	1.3	6	3.8	1	.6	0	.0	2	1.3	1	.6	12	7.5
Post-standard homemaking certificate	2	1.3	0	.0	1	.6	0	.0	0	.0	0	.0	3	1.9
Bachelor's degree	4	2.5	3	1.9	1	.6	0	.0	1	.6	2	1.3	11	6.9
Master's degree	1	.6	14	8.8	3	1.9	2	1.3	7	4.4	3	1.9	30	18.8
Change from course presently teaching	0	.0	1	.6	0	.0	3	1.9	2	1.3	2	1.3	8	5.0
No plans	7	4.4	8	5.0	7	4.4	5	3.1	7	4.4	28	17.5	62	38.7

Part II of the descriptive survey instrument focused on the respondents' involvement in home economics programs for adults during the 1979-80 school year. This portion focused on the identification of program courses taught and the age range of the audiences served. Respondents were asked to indicate the age range of the primary population served by the program they taught. The largest percentage (63.5%) served multiple age groups, i.e., their programs were attended by older adults (60 years of age and older), adults (25-59 years of age) and young adults (18-24 years of age). Eleven percent indicated their primary audience was older adults (60 years of age and older) (Table 23).

Using the thirteen program courses identified for Consumer and Homemaking programs in the New Curriculum Framework for Home Economics in Florida, respondents checked the program courses they had taught during the 1979-80 school year (Table 24). A total of 390 offerings of the framework's program courses were taught by the respondents. The greatest number of offerings, 162 (41.5%), were in the clothing and textiles area while the least number of offerings, 32, (8.2%) were in the consumer education/family economics area (Table 25).

TABLE 23

AGE RANGE OF PRIMARY AUDIENCE OF RESPONDENTS IN SELECTED FLORIDA COUNTIES

	AGE RANGE OF PRIMARY AUDIENCE									
	Youth		Young Adults		Adults		Older Adults		Multiple Groups	
COUNTY	N	%	N	%	N	%	N	%	N	%
Broward	0	.0	0	.0	2	1.3	2	17	17	10.7
Dade	0	.0	1	.6	11	6.9	4	21	21	13.2
Duval	0	.0	2	1.3	4	2.5	0	9	9	5.7
Hillsborough	0	.0	1	.6	5	3.1	3	11	11	6.9
Orange	1	.6	0	.0	3	1.9	2	13	13	8.2
Pinellas	0	.0	1	.6	9	5.7	7	30	30	18.9
TOTAL	1	.6	5	3.1	34	21.4	18	101	101	63.5

TABLE 24

CONSUMER & HOMEMAKING COURSES TAUGHT BY RESPONDENTS DURING THE 1979-80 SCHOOL YEAR

C & H Program Courses	COUNTIES											
	Broward		Dade		Duval		Hills.		Orange		Pinellas	
	N	%	N	%	N	%	N	%	N	%	N	%
Fundamentals of Homemaking	1	.6	0	.0	0	.0	2	1.3	0	.0	3	1.9
Human Development	3	1.9	4	2.5	1	.6	3	1.9	0	.0	3	1.9
Child Development	4	2.5	7	4.4	1	.6	4	2.5	1	.6	3	1.9
Family Living	2	1.3	4	2.5	1	.6	3	1.9	0	.0	0	.0
Housing & Home Furnishings	4	2.5	4	2.5	5	3.1	1	.6	2	1.3	7	4.4
Specialized Housing & Home Furnishings	1	.6	3	1.9	1	.6	0	.0	2	1.3	5	3.1
Family Economics	1	.6	2	1.3	0	.0	3	1.9	0	.0	3	1.9
Consumer Education	5	3.1	1	.6	0	.0	5	3.1	0	.0	12	7.5
Textiles & Clothing	14	8.8	25	15.6	6	3.8	16	10.0	10	6.3	34	21.2
Specialized Clothing	3	1.9	10	6.3	3	1.9	9	5.6	6	3.8	26	16.2
Food & Nutrition	6	3.8	10	6.3	4	2.5	6	3.8	4	2.5	24	15.0
Specialized Foods	3	1.9	5	3.1	2	1.3	0	.0	4	2.5	9	5.6
Homemaking for Special Needs	2	1.3	9	5.6	1	.6	5	3.1	2	1.3	15	9.4

Total Courses: 390

35	Housing	9.0%
162	Clothing & Textiles	41.5%
77	Food & Nutrition	18.7%
44	Child Dev. & Fam.Liv.	11.3%
32	Cons. & Management	8.2%

TABLE 25

NUMBER AND PERCENTAGE OF OFFERINGS, BY CATEGORY, TAUGHT BY RESPONDENTS DURING THE 1979-80 SCHOOL YEAR

Category	Program Course Offerings N	%
Clothing and Textiles	162	41.5
Foods and Nutrition	73	19.7
Child Development/Family Development	44	11.3
Fundamentals/Special Needs	40	10.3
Housing/Home Furnishings	35	9.0
Consumer Education/Family Economics	32	8.2
TOTAL	390	100.0

Respondents were asked to identify courses they had taught other than those listed in the program framework. These included specially developed courses to meet identified needs of populations they served. Among the courses listed were:

Food and Nutrition

Advanced Foods
Nutrition Education for Teacher's Aide
Gourmet Foods
Beginning and Advanced Microwave Cooking
Senior Citizens' Special Needs
Food Processor
Low Calorie and Low Sodium Diets
Nutrition for the Elderly
Low Calorie Foods
Food Preservation
Chinese Foods
Bread Making, Natural Foods Preparation and Storage
Specialized Microwave
Oriental Foods
Congregate Dining Nutrition Education

Housing and Home Furnishings

Furniture Reupholstery
Ceramics
Interior Design
Drapery Construction and Home Accessories
Drapery Construction
Upholstery
Reupholstery

Human, Child and Family Development

Preschool Math, Art, Music, Social Studies, etc.
Family Communication Skills

Management, Family Economics and Consumer Education

Management

Textiles and Clothing

Sewing for the Handicapped
Advanced Clothing Construction
How to Sew Knits
Sewing for Children
Flat Pattern Design
Tailoring
Family Clothing
Basic Clothing Construction
Short Cuts in Clothing Construction
Basic Textiles
Clothing for Special Needs
Advanced Sewing
Beginning, Intermediate Sewing
Wardrobe Updating

Part III of the descriptive profile survey instrument focused on inservice education needs of home economics teachers of adults as perceived by the respondents of the survey. The first portion of the inservice needs area focused on the willingness of the respondents to teach selected topics if they had additional inservice training. In the Management, Family Economics and Consumer Education area 11 topics were listed (Appendix, p. 70). Willingness to teach those concepts with additional inser-

vice training ranged from 18.9% to 37.5% of the respondents. The range of those who were uncertain of their willingness to teach the topics was 15% to 21.5%. Those who would not be willing to teach the topics ranged from 18.1% to 37.7% of the respondents. Eleven topics were listed in the area of Housing and Home Furnishings (Appendix, p.71). Willingness to teach those topics ranged from 19.1% to 40.9%. Of the twelve topics listed in the Human, Child and Family Development area (Appendix, p. 72), 26.9% to 36.2% of the respondents expressed a willingness to teach those topics with additional inservice training. The nine topics listed under Foods and Nutrition (Appendix, p. 73), had a willingness to teach ranging from 35% of the respondents to 47.5%. Fourteen topics were listed in the Clothing and Textiles area (Appendix, p. 74). The range of willingness to teach responses was from 44.4% to 68.8% of the respondents. The range of willingness to teach responses for each of the home economics areas is shown in Table 26.

TABLE 26

RANGE OF RESPONSES TO WILLINGNESS TO TEACH SELECTED CONSUMER AND HOMEMAKING TOPICS WITH ADDITIONAL IN-SERVICE TRAINING

Consumer & Homemaking Topic Areas	RANGE OF DEGREES OF WILLINGNESS TO TEACH							
	Would Teach		Uncertain		Would Not Teach		No Response	
	%	%	%	%	%	%	%	%
Management, Family Economics and Consumer Education	18.9 - 37.5		15.0 - 21.5		18.1 - 37.7		24.5 - 26.2	
Housing & Home Furnishings	19.0 - 40.9		12.2 - 20.1		20.8 - 38.6		20.9 - 25.8	
Human, Child & Family Development	26.9 - 36.2		13.1 - 21.9		25.0 - 30.4		24.7 - 26.2	
Food & Nutrition	35.0 - 47.5		11.2 - 16.9		13.7 - 18.1		27.5 - 30.6	
Textiles & Clothing	44.4 - 68.8		6.3 - 19.4		7.5 - 16.2		15.0 - 24.4	

Respondents were asked to suggest topics they felt represented inservice needs of home economics teachers of adults. In an open ended portion of the instrument they identified 24 topics in Foods and Nutrition, 18 in Housing and Home Furnishings, 22 in Human, Child and Family Development, 17 in Management, Consumer Education and Family Economics, and 22 in Clothing and Textiles. A complete list of the identified topics can be found in the Appendix.

The last section of Part II of the survey dealt with preferred delivery systems for inservice education. Sources of inservice education preferred by more than 40% of the respondents were community colleges, universities and business and industry (Table 27).

The preferred length of time for inservice education activities was 1-2 day workshops (Table 28). Thirty-four percent of the respondents chose Saturday as the preferred day for inservice education programs with Friday as a close second (32.1%) preferred day (Table 29). The time of day listed as first preference was 9 a.m. - 12 noon (Table 30).

TABLE 27

PREFERRED SOURCES OF INSERVICE EDUCATION

Source of Inservice Education	Broward		Dade		Duval		Hills.		Orange		Pinellas		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
University	7	4.4	25	15.8	6	3.8	7	4.4	8	5.1	16	10.1	69	43.7
Community College	11	7.0	17	10.8	12	7.6	9	5.7	12	7.6	10	6.4	71	45.2
Teacher Education Center	11	7.1	11	7.1	3	1.9	12	7.7	8	5.1	16	10.3	61	39.1
Business & Industry	15	9.6	9	5.8	6	3.8	4	2.6	9	5.8	26	16.7	69	44.2
Agencies	5	3.2	5	3.2	2	1.3	2	1.3	6	3.8	9	5.8	29	18.6
County Supervisor	5	3.2	6	3.8	1	.6	7	4.5	6	3.8	22	14.0	47	29.9

TABLE 28

PREFERRED LENGTH OF TIME FOR IN-SERVICE EDUCATION

Preferred Length of Time	Broward		Dade		Duval		Hills.		Orange		Pinellas		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3-4 hours	5	3.5	8	5.6	2	1.4	5	3.5	3	2.1	8	5.6	31	21.5
1-2 day work-shops	10	6.9	15	10.4	6	4.2	7	4.9	11	7.6	25	17.4	74	51.4
6-8 weeks	3	2.1	5	3.5	1	.7	0	.0	0	.0	1	.7	10	6.9
Other	2	1.4	0	.0	0	.0	1	.7	1	.1	0	.0	4	2.8
Multiple responses	2	1.4	7	4.9	4	2.8	4	2.8	3	2.1	5	3.5	25	17.4

TABLE 29

PREFERRED DAY OF WEEK FOR IN-SERVICE EDUCATION

Day of Week	Broward N	Broward %	Dade N	Dade %	Duval N	Duval %	Hills. N	Hills. %	Orange N	Orange %	Pinellas N	Pinellas %	TOTAL N	TOTAL %
Saturday	10	6.5	21	13.7	5	3.3	4	2.6	6	3.9	6	3.9	52	34.0
Sunday	4	2.6	4	2.6	2	1.3	0	.0	1	.6	1	.6	12	7.7
Monday	5	3.2	4	2.6	4	2.6	7	4.5	5	3.2	17	10.9	42	26.9
Tuesday	6	3.8	4	2.6	4	2.6	6	3.8	6	3.8	11	7.1	37	23.7
Wednesday	3	1.9	4	2.6	3	1.9	4	2.6	6	3.8	13	8.3	33	21.2
Thursday	4	2.6	5	3.2	3	1.9	3	1.9	8	5.2	13	8.4	36	23.2
Friday	4	2.6	15	9.6	5	3.2	2	1.3	6	3.8	18	11.5	50	32.1

TABLE 30

PREFERRED HOURS FOR IN-SERVICE EDUCATION

Hours	Broward N	Broward %	Dade N	Dade %	Duval N	Duval %	Hills. N	Hills. %	Orange N	Orange %	Pinellas N	Pinellas %	TOTAL N	TOTAL %
9 a.m.-12 noon	8	5.8	17	12.3	5	3.6	5	3.6	5	3.6	18	13.0	58	42.0
10 a.m.-1 p.m.	0	.0	2	1.4	1	.7	3	2.2	2	1.4	6	4.3	14	10.1
6 p.m.-10 p.m.	4	2.9	2	1.4	2	1.4	2	1.4	0	.0	0	.0	10	7.2
1 p.m.-5 p.m.	3	2.2	2	1.4	2	1.4	0	.0	2	1.4	3	2.2	12	8.7
Multiple responses	5	3.6	9	6.5	4	2.9	6	4.3	8	5.8	12	8.7	44	31.9

Phase Two - Delphi Study - Home Economics Teachers of Adults Perceived Needs of Adult Populations

The sample for Phase Two - Delphi Study - was obtained by asking the home economics supervisors/coordinators of adult education programs in selected counties to submit the names of ten home economics teachers of adults who they felt would be most knowledgeable about the needs of the constituencies in those counties. Table 31 represents the number of teachers involved in each phase of the Delphi.

The 54 teachers who responded to Phase I of the Delphi Study identified over 300 areas of need that they felt their constituencies had which could be addressed by home economics programs for adults. After editing, 162 items focusing on the five subject areas of home economics comprised the Phase II data collection instrument. Those teachers who had responded to Phase I were asked to rate each of the items on a five point scale with 5 a maximum priority need and 1 a minimum priority need.

Mean scores were calculated for each needs statement. The ten top high priority needs statements identified in Phase II of the Delphi are listed in Table 32.

TABLE 31

Respondents for Phase II - Delphi Study

COUNTY	Contacted Phase I	Returned Phase I	Contacted Phase II	Returned Phase II
Broward	14	12	12	8
Dade	12	7	7	5
Duval	10	5	5	5
Hillsborough	10	10	10	9
Orange	14	12	12	7
Pinellas	10	8	8	4
TOTAL	70	54	54	38

	Contacted Phase III	Returned Phase III
Broward	8	7
Dade	5	4
Duval	5	4
Hillsborough	9	7
Orange	7	5
Pinellas	4	3
TOTAL	38	30

TABLE 32

TEN TOP HIGH PRIORITY STATEMENTS
IDENTIFIED IN PHASE II

MEAN	STATEMENT NUMBER	STATEMENT
4.32	# 1	Basic nutrition information for good health.
4.32	#107	Stretching the dollar to meet food, housing and medical costs.
4.29	#108	Getting the most for your money.
4.27	#136	Managing dual role-parenting and working.
4.24	# 4	Meal planning on a limited budget.
4.24	#116	Energy conservation.
4.24	#135	Family relationships.
4.24	#158	Care of the elderly.
4.20	# 6	Nutrition for the elderly.

In Phase III, the 38 teachers who had responded to Phase II Delphi statements were asked to reexamine their responses to the needs statements. The mean scores of Phase II were included for each needs statement. Table 33 lists the ten top high priority statements identified in Phase III of the Delphi Study.

TABLE 33

TEN TOP HIGH PRIORITY STATEMENTS IDENTIFIED IN PHASE III

RANK	STATEMENT	MEAN
1.5	Basic nutrition information for good health.	4.58
1.5	Nutrition for the elderly.	4.58
3.0	Meal planning on a limited budget.	4.32
5.0	Care of the elderly.	4.26
5.0	Preparing economical dishes.	4.26
5.0	Beginners clothing construction.	4.26
7.5	Stretching the dollar to meet food, housing and medical costs.	4.19
7.5	Managing dual role-parenting and working.	4.19
9.5	Infant and child nutrition information for disadvantaged families.	4.16
9.5	Constructing women's clothing.	4.16

Six of the needs statements identified in the top ten high priority statements in Phase II were identified again in Phase III as high priority statements. The needs statement, "Basic nutrition information for good health" remained as the number one high priority statement in both phases. A list of the high priority needs statements for each of the participating counties can be found in the Appendix. The mean scores for each of the needs statements as identified in Phase III can also be found in the Appendix.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to provide a descriptive profile of the educational, employment and experiential background of full-time and part-time home economics teachers of adults in Florida. The intent was to use the data as a base for planning inservice activities for home economics teachers of adults.

After an analysis of the data collected, the following conclusions can be drawn:

1. Home economics programs being offered to adult constituencies are somewhat broader in scope than they were preconceived to be, but they do not reflect comprehensive coverage of all aspects of Consumer and Homemaking Education.
2. Home economics teachers of adults perceive the needs of their constituencies as broader than the programs that are being offered.
3. Home economics teachers of adults have identified areas of need in which they desire additional inservice training.
4. Home economics teachers of adults are receptive to a variety of modes of inservice education delivery systems.

Implications

1. Staff development activities need to be provided to narrow the gap between teachers' perceived needs of adult target populations and their abilities to provide programs to meet these needs.
2. The expressed willingness of teachers to broaden the scope of their instruction through inservice education indicates the importance of staff development in catalyzing program change.
3. Involvement of home economics adult education leadership personnel in advisory capacity in the initiation of studies having impact on their operations assures reality based facilitation of data collection and application of findings.

Recommendations

It is recommended that the findings of this study be utilized in the following ways:

1. Do long range collaborative planning with interested agencies for the implementation and funding of inservice education.
2. Utilize teachers' descriptive profile data as a basis for counseling teachers in relation to inservice education needs.

3. Encourage teachers to use the Delphi Technique with their constituencies to validate teacher perceptions of constituency needs.
4. Use survey data indicating priority needs of teachers as they relate to broadening offerings relevant to target populations as a basis for inservice education being planned.
5. Provide an exemplary program of inservice education for supervisors and administrators to encourage them to provide effective inservice education at the local level.
6. Involve teachers in the ongoing decision making related to the planning, initiation, implementation and assessment of inservice education programs.
7. Encourage and prepare teachers who have had inservice education in specific content and process areas to take leadership in providing inservice development for other teachers.
8. Utilize advisory committees of teachers at the local and state levels to assist in designing modes of delivery of inservice education.

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APPENDIX

FLORIDA INTERNATIONAL UNIVERSITY
HOME ECONOMICS EDUCATION

CONSUMER AND HOMEMAKING SURVEY OF HOME ECONOMICS TEACHERS
OF ADULTS IN SELECTED COUNTIES IN FLORIDA

PART I - DEMOGRAPHIC INFORMATION

DIRECTIONS: Place an "X" in the space to the left of the appropriate response(s).

1. Sex:
   1.1 ( ) Male 1.2 ( ) Female
2. Age range:
   2.1 ( ) 25 years or under 2.3 ( ) 36-45 years 2.5 ( ) 56-65 years
   2.2 ( ) 26-35 years 2.4 ( ) 46-55 years 2.6 ( ) Over 65 years
3. Birthplace:
   3.1 ( ) In USA 3.2 ( ) Outside of USA or Territories
4. Racial or ethnic background:
   4.1 ( ) Black 4.3 ( ) White (other than Hispanic)
   4.2 ( ) Hispanic 4.4 ( ) Other _____ (specify)
5. Current marital status:
   5.1 ( ) Divorced 5.4 ( ) Single, never married
   5.2 ( ) Married 5.5 ( ) Widowed
   5.3 ( ) Separated
6. Number of children:
   6.1 ( ) None 6.3 ( ) 2 6.5 ( ) 4
   6.2 ( ) 1 6.4 ( ) 3 6.6 ( ) 5 or more
7. Age range(s) of children: (mark all that apply)
   7.1 ( ) 5 years or under 7.3 ( ) 13-17 years 7.5 ( ) 25 years or over
   7.2 ( ) 6-12 years 7.4 ( ) 18-24 years 7.6 ( ) Does not apply
8. Ability to speak or read foreign language (s): (mark all that apply)
   8.1 ( ) French 8.3 ( ) Spanish 8.5 ( ) Does not apply
   8.2 ( ) German 8.4 ( ) Other_____ (specify)
9. Type of certificate held:
   9.1 ( ) Part-time homemaking 9.4 ( ) Vocational Home Economics
   9.2 ( ) Standard homemaking 9.5 ( ) Other _____ (specify)
   9.3 ( ) Post standard homemaking
10. Degree(s) earned: (mark all that apply)
   10.1 ( ) Bachelor's 10.5 ( ) Area:_____
   10.2 ( ) Master's 10.6 ( ) Area:_____
   10.3 ( ) Other professional degree(s) _____
   10.4 ( ) Does not apply
11. Hours worked per week in current Adult Home Economics position:
   11.1 ( ) Part-time (specify number of hours)_____
   11.2 ( ) Full time
12. Primary employment position (part-time Adult Home Economics teachers only):
   12.1 ( ) Secondary school teacher 12.3 ( ) Does not apply
   12.2 ( ) Other, specify_____
13. Total number of years of employment as a home economics teacher of adults:
   13.1 ( ) Part-time specify years _____
   13.2 ( ) Full time specify years _____
14. Total number of years of employment OTHER than teaching:
   14.1 ( ) 0-5 years 14.3 ( ) 11-15 years 14.5 ( ) 21-25 years
   14.2 ( ) 6-10 years 14.4 ( ) 16-20 years 14.6 ( ) Over 25 years
15. Experience in working with ethnic groups: (mark all that apply)
   15.1 ( ) Black 15.4 ( ) Puerto Rican
   15.2 ( ) Cuban 15.5 ( ) Other_____
   15.3 ( ) Mexican 15.6 ( ) None
16. Experience in working with handicapped students: (mark all that apply)
   16.1 ( ) Physical 16.2 ( ) Mental 16.3 ( ) Emotional
17. Location of Adult Home Economics employment: (mark all that apply)
   17.1 ( ) Voc. Tech. Center 17.6 ( ) Condominium or apartment
   17.2 ( ) Community school 17.7 ( ) Recreation center
   17.3 ( ) Park 17.8 ( ) Health institution
   17.4 ( ) Church 17.9 ( ) Correctional institution
   17.5 ( ) Retirement center 17.10( ) Skills center
   17.11( ) Other, specify_____
18. Professional organizations in which membership is held: (mark all that apply)
   18.1 ( ) American Home Economics Association
   18.2 ( ) American Vocational Association
   18.3 ( ) Florida Vocational Association
   18.4 ( ) County Vocational Association
   18.5 ( ) Local Home Economics Teachers Association
   18.6 ( ) Other, specify_____
   18.7 ( ) None

19. For which of the following reasons do you teach in the Adult Home Economics program? (mark all that apply)
    19.1 ( ) Full-time employment
    19.2 ( ) The additional money
    19.3 ( ) Enjoy the challenge of working with a different age group
    19.4 ( ) Provides an opportunity for personal growth
    19.5 ( ) Influence or pressure from administration
    19.6 ( ) Find it a useful way to occupy free time
    19.7 ( ) Other, specify_____
20. What kind of special preparation have you had for teaching Adult Home Economics classes? (mark all that apply)
    20.1 ( ) Workshop in adult education
    20.2 ( ) Individual orientation by coordinator or supervisor
    20.3 ( ) Special course in adult education methods
    20.4 ( ) Experience in extension work
    20.5 ( ) Other, specify _____
    20.6 ( ) No special training
21. Methods used to keep abreast of current trends in your field: (mark all that apply)
    21.1 ( ) University workshops/courses
    21.2 ( ) Community college courses /conferences
    21.3 ( ) Demonstrations in local stores
    21.4 ( ) Home Economics County Extension offerings
    21.5 ( ) Professional conferences
    21.6 ( ) Professional journals
    21.7 ( ) Visiting businesses, industry and agencies
    21.8 ( ) Observing other teachers
    21.9 ( ) Other, specify_____
22. Future plans:
    22.1 ( ) Work toward standard homemaking certificate
    22.2 ( ) Work toward post standard homemaking certificate
    22.3 ( ) Work toward Bachelor's Degree
    22.4 ( ) Work toward Master's Degree
    22.5 ( ) Change from course presently teaching
    22.6 ( ) No plans
    22.7 ( ) Other, specify _____
23. What work experience have you had with businesses, agencies and institutions prior to or in addition to teaching?

PART II - CURRENT HOME ECONOMICS ADULT PROGRAM INVOLVEMENT

24. Age range(s) of primary audience reached in current Adult Home Economics position:
    24.1 ( ) Youth (16-17 24.3 ( ) Adults (25-59)
    24.2 ( ) Young adults (18-24) 24.4 ( ) Older adults (60 and over)
25. What Consumer and Homemaking courses have you taught during the 1979-80 school year? (please list all courses)
    25.1 ( ) Human Development, Child Development and Family Development

    25.2 ( ) Food and Nutrition

    25.3 ( ) Housing and Home Furnishings

    25.4 ( ) Textiles and Clothing

    25.5 ( ) Management, Family Economics and Consumer Education

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26. Mark those Consumer and Homemaking program courses which you have taught as a home economics teacher of adults: (mark all that apply)

26.1 ( ) Fundamentals of Homemaking
26.2 ( ) Human Development
26.3 ( ) Child Development
26.4 ( ) Family Living
26.5 ( ) Housing and Home Furnishings
26.6 ( ) Specialized Housing and Home Furnishings
26.7 ( ) Family Economics
26.8 ( ) Consumer Education
26.9 ( ) Textiles and Clothing
26.10( ) Specialized Clothing
26.11( ) Food and Nutrition
26.12( ) Specialized Foods
26.13( ) Homemaking for Special Needs

PART III - IN-SERVICE EDUCATION NEEDS

IN THIS SECTION ARE LISTED SOME CONSUMER AND HOMEMAKING SUBTOPICS FOR EACH OF THE AREAS IN HOME ECONOMICS. PLEASE INDICATE THE DEGREE TO WHICH YOU WOULD BE WILLING TO TEACH EACH OF THE SUBTOPICS WITH ADDITIONAL IN-SERVICE TRAINING. WRITE THE APPROPRIATE NUMBER TO THE LEFT OF EACH SUBTOPIC:

5 - WOULD TEACH
3 - UNCERTAIN
1 - WOULD NOT TEACH

27. Management, Family Economics and Consumer Education

27.1 _____ Advertising
27.2 _____ Consumer buymanship
27.3 _____ Consumer credit
27.4 _____ Consumer information and legislation
27.5 _____ Consumer rights and responsibilities
27.6 _____ Consumer safety
27.7 _____ Estates, wills and trusts
27.8 _____ Insurance
27.9 _____ Management of resources
27.10_____ Retirement planning
27.11_____ Savings and investments
27.12_____ Other, specify_____

28. Housing and Home Furnishings

28.1 _____ Alternative housing choices
28.2 _____ Buying a house
28.3 _____ Buying furnishings
28.4 _____ Home safety
28.5 _____ Influence of housing on people
28.6 _____ Interior design
28.7 _____ Planning a house
28.8 _____ Refinishing furniture
28.9 _____ Reupholstery
28.10_____ Selection and use of small and major appliances
28.11_____ Slip cover, drapery and accessory making
28.12_____ Other, specify_____

29. Human Development, Child Development and Family Development

29.1 _____ Alternative family styles and forms
29.2 _____ Communicating within the family
29.3 _____ Family crises
29.4 _____ Family relationships
29.5 _____ Guidance and discipline of children
29.6 _____ Human sexuality
29.7 _____ Intergenerational relationships
29.8 _____ Marital adjustments
29.9 _____ Parenting
29.10_____ Physical, emotional, social and intellectual development of children
29.11_____ Prenatal care and development
29.12_____ Single parenting
29.13_____ Other, specify_____

30. Food and Nutrition
    30.1 _____ Basic nutrition
    30.2 _____ Consumer in the marketplace
    30.3 _____ Factors affecting food choices
    30.4 _____ Food faddism
    30.5 _____ Food preservation
    30.6 _____ Food selection, preparation and service
    30.7 _____ Meal planning
    30.8 _____ Nutrition for the elderly
    30.9 _____ Social entertaining
    30.10_____ Other, specify_____

31. Textiles and Clothing
    31.1 _____ Alterations on ready-made clothing
    31.2 _____ Clothing buymanship
    31.3 _____ Clothing construction for children
    31.4 _____ Clothing construction for the family
    31.5 _____ Clothing constuction for the elderly
    31.6 _____ Clothing construction for the handicapped
    31.7 _____ Clothing selection for children
    31.8 _____ Clothing selection for the family
    31.9 _____ Clothing selection for the elderly
    31.10_____ Clothing selection for the handicapped
    31.11_____ Pattern alteration
    31.12_____ Selection, care and use of sewing equipment
    31.13_____ Sewing with knits and sweater knits
    31.14_____ Social and psychological aspects of clothing
    31.15_____ Other, specify_____

32. List topics you would like developed as in-service education to assist you in improving and extending your instruction: (indicate topics under each or all of the following areas)
    32.1 Management, Family Economics and Consumer Education

    32.2 Housing and Home Furnishings

    32.3 Human Development, Child Development and Family Development

    32.4 Food and Nutrition

    32.5 Textiles and Clothing

33. Preferred source(s) of in-service education: (mark all that apply)
    33.1 ( ) University
    33.2 ( ) Community College
    33.3 ( ) County Teacher Education Center
    33.4 ( ) Business and/or industry
    33.5 ( ) Agencies
    33.6 ( ) County supervisor
    33.7 ( ) Other, specify_____

34. Preferred length of time for in-service education:
    34.1 ( ) 3-4 hours
    34.2 ( ) 1 - 2 day workshops
    34.3 ( ) 6 to 8 weeks
    34.4 ( ) Other, specify_____

35. Preferred day of week for in-service education:
    35.1 ( ) Saturday
    35.2 ( ) Sunday
    35.3 ( ) Monday
    35.4 ( ) Tuesday
    35.5 ( ) Wednesday
    35.6 ( ) Thursday
    35.7 ( ) Friday

36. Preferred hours for in-service education:
    36.1 ( ) 9 a.m. to 12 noon
    36.2 ( ) 10 a.m. to 1 p.m.
    36.3 ( ) 6 p.m. to 10 p.m.
    36.4 ( ) 1 p.m. to 5 p.m.

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

Respondents's List of Specific Needs of

Adults that Could be Met Through Home Economics

Programs for Adults

Name _____

Address _____

County _____

Please list the specific needs you have identified in your community as areas of concern to potential adult students in adult home economics classes. (Please use additional pages, if necessary)

****

RETURN BY THURSDAY, MAY 15, 1980 DOE# 0-3C11

****

FLORIDA INTERNATIONAL UNIVERSITY
HOME ECONOMICS EDUCATION

Results of Phase I to Determine
Specific Needs of Adults that Could be Met Through
Home Economics Programs for Adults

Directions: Needs statements have been identified and typed below. In this step of the procedure, you are to indicate the importance of each of the stated needs. In the space provided, place a check mark ( ) at the point which best expresses your feeling.

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
1. Basic nutrition information for good health					
2. Nutrition information for disadvantaged					
3. Selection of food					
4. Meal planning on a limited budget					
5. Infant and child nutrition information for disadvantaged families					
6. Nutrition for the elderly					
7. Sources of protein substitutes and alternatives					
8. Using food coupons to cut costs					
9. Preparing economical dishes					
10. Basic food preparation					
11. Reading food labels & interpreting date coding information					
12. Methods of cooking and/or preparing unusual foods					
13. Preparation of foods for different ethnic groups					
14. Chinese cooking					
15. Gourmet cooking					
16. Cutting and carving various types of meat					
17. Selecting cuts of meat					
18. Preparing various cuts of meat					
19. Garnishing methods					
20. Insecticides used on fresh fruits and vegetables					
21. Freezing foods					
22. Canning foods					
23. Dehydrating foods					
24. Gardening					
25. Diet for weight loss					
26. Menu planning for special diets, i.e. diabetic, high blood pressure, etc.					
27. Cooking for special diets, i.e. diabetic, high blood pressure					
28. Dietary problems of the elderly					

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
29. Food preparation techniques for those with physical disabilities					
30. Cooking for one or two					
31. Food preparation to save nutrients					
32. Microwave cooking					
33. Time saving techniques in food preparation					
34. Food for special occasions					
35. Foods for entertaining					
36. Entertaining on a budget					
37. Cake decorating					
38. Cooking shortcuts					
39. Basic Tailoring					
40. Update on construction skills					
41. Beginners clothing construction					
42. Advanced clothing construction					
43. Creative clothing construction					
44. Constructing children's clothing					
45. Constructing women's clothing					
46. Constructing men's clothing					
47. Constructing clothing for the elderly					
48. Sewing knit fabrics					
49. Stretch and sew methods					
50. Shortcuts in sewing					
51. Tailoring shortcuts					
52. Shortcuts to fashion sewing					
53. Fabric selection					
54. New fabrics					
55. Reading clothing labels					
56. Use of trims, i.e. buttons, decorative trims, etc.					
57. Accessory construction, i.e. belts, scarves, collars, etc.					
58. Selecting sewing tools, i.e. scissors, needles, thread, etc.					
59. Selecting sewing machines					
60. Selection, care and construction of clothing for handicapped					

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
61. Self-help clothing ideas, i.e. velcro closures, etc.					
62. Clothing selection					
63. Clothing alterations & renovations for women					
64. Clothing alterations & renovations for men					
65. Clothing alterations & renovations for children					
66. Clothing alterations & renovations for the elderly					
67. Fitting and altering ready-to-wear clothing					
68. Family clothing repairs					
69. How to buy clothing for children					
70. Clothing selection for older women					
71. Dressing your best for less					
72. Maintenance and care of clothing					
73. Laundering and pressing techniques					
74. Pattern making					
75. Easy pattern alterations					
76. Patterns for the elderly					
77. Drapery making					
78. Curtain making					
79. Upholstery-reupholstery					
80. Slip covers					
81. Sewing household items, i.e. pot holders, toaster covers, etc.					
82. Repairing linens, blankets, sheets, etc.					
83. Home decorating ideas					
84. Home decorating on a budget or low cost decorating					
85. Needlecraft					
86. Basic consumer education					
87. Consumer awareness					
88. Consumer psychology					
89. Consumer information on loans					
90. Consumer information on installment buying					
91. Consumer information on insurance					
92. Consumer information on investments for retirement					

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
93. Law for the layman					
94. Comparison shopping					
95. Wise shopping by research					
96. Money management					
97. Where to shop					
98. Wise buying techniques for food					
99. Wise buying techniques for clothing					
100. Wise buying techniques for appliances					
101. Selecting home furnishings					
102. Coping with rapid changes in economy, i.e. inflation, etc.					
103. Budgeting - how to prepare and follow					
104. Savings, investments, insurance, etc.					
105. Estate and will planning					
106. Managing our lives more economically					
107. Stretching the dollar to meet food, housing and medical costs					
108. Getting the most for your money					
109. Selecting living space - buy or rent?					
110. Real estate - buying, trading, selling, leasing					
111. Home management for the elderly					
112. Time and energy saving ideas					
113. Efficient housekeeping					
114. Home maintenance					
115. Simple home repairs					
116. Energy conservation					
117. Small appliances - which ones are needed and how to combine uses					
118. Recipes and techniques using small appliances					
119. How to use microwave ovens					
120. How to use food processor, blendors, etc.					
121. Child development					
122. Human reproduction					
123. Infant care training					
124. Activities for parents and children					

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
125. Adolescent problems					
126. Basic child psychology					
127. Child guidance and discipline					
128. Day care					
129. After school care					
130. Criteria for selecting day care centers					
131. Survival skills for coping with drugs - peer pressure					
132. Preparation for marriage					
133. Preparing for parenthood					
134. Parent roles					
135. Family relationships					
136. Managing dual roles - parenting and working					
137. Problem solving between parent and child					
138. Planning a family					
139. Understanding human needs					
140. Behavior modification					
141. Values clarification					
142. Coping with new roles - retirees					
143. Coping with new roles - men in the kitchen					
144. Coping with new roles - women as breadwinners					
145. Coping with new roles - single adults					
146. Coping with new roles - widowhood					
147. Coping with new roles - single parents					
148. Coping with new roles - teenage parenthood					
149. Coping with loneliness					
150. Coping with age transitions					
151. Coping with death					
152. Helping the displaced homemaker					
153. Personal development for the elderly					
154. The changing society					
155. Stress management					
156. Deterioration of the traditional family					

KEY

5 = Maximum Priority
4 = High Priority
3 = Medium Priority
2 = Low Priority
1 = Minimum Priority

Needs Statements	5	4	3	2	1
157. Homes in conflict					
158. Care of the elderly					
159. Home-sick care					
160. Coping with physical infirmities					
161. Grooming and personal hygiene					
162. Grooming and personal hygiene for the elderly					
163. Special needs education in correctional institutions					
164. Special needs education for the handicapped					
165. Identifying and utilizing community resources for families, especially for the elderly					
166. Creative use of leisure time					
167. Flower arranging					

Name _____

Address _____

_____

County _____

RESPONDENTS DEGREE OF WILLINGNESS TO TEACH SELECTED CONSUMER & HOMEMAKING TOPICS WITH ADDITIONAL IN-SERVICE TRAINING

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS: Would Teach N	%	Uncertain N	%	Would Not Teach N	%	No Response N	%
Management, Family Economics & Consumer Education								
Advertising	35	22.2	34	21.5	50	31.6	39	24.7
Consumer Buymanship	58	36.2	31	19.4	29	18.1	42	26.2
Consumer Credit	50	31.3	32	20.0	36	22.5	42	26.2
Consumer Information & Legislation	42	26.2	34	21.2	42	26.6	42	26.2
Consumer Rights & Responsibilities	53	33.1	30	18.8	35	21.9	42	26.2
Consumer Safety	60	37.5	24	15.0	35	21.9	41	25.6
Estates, Wills and Trusts	33	20.6	29	18.1	57	35.6	41	25.6
Insurance	30	18.9	29	18.2	60	37.7	40	25.2
Management of Resources	43	26.9	31	19.4	45	28.1	41	25.6
Retirement Planning	41	25.8	34	21.4	45	28.3	39	24.5
Savings & Investments	34	21.4	32	20.1	53	33.3	40	25.2
Other[1]								

[1]Shopping tips and money saving techniques

(continued)

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS: Would Teach N	%	Uncertain N	%	Would Not Teach N	%	No Response N	%
Housing and Home Furnishings								
Alternative Housing Choices	48	30.2	32	20.1	38	23.9	41	25.8
Buying a House	57	35.8	26	16.4	36	22.6	40	25.2
Buying Furnishings	65	40.9	21	13.2	33	20.8	40	25.2
Home Safety	59	37.1	25	15.7	34	21.4	41	25.8
Influence of Housing on People	52	32.7	25	15.7	41	25.8	41	25.8
Interior Design	57	35.8	25	15.7	39	24.5	38	23.9
Planning a House	62	39.2	23	14.6	34	21.5	39	24.7
Refinishing Furniture	46	29.1	26	16.5	48	30.4	38	24.1
Reupholstery	30	19.0	31	19.6	61	38.6	36	22.8
Selection & Use of Small & Major Appliances	63	40.4	19	12.2	35	22.4	39	25.0
Slip Cover, Drapery & Access. Making	45	28.5	28	17.7	52	32.9	33	20.9
Other[1]								

[1]Ceramics, Home accessories

(continued)

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS							
	Would Teach		Uncertain		Would Not Teach		No Response	
	N	%	N	%	N	%	N	%
Human, Child & Family Development								
Alternative Family Styles & Forms	46	29.1	23	14.6	48	30.4	41	25.9
Communicating Within the Family	55	35.0	21	13.4	41	26.1	40	25.5
Family Crises	55	34.8	23	14.6	41	25.9	39	24.7
Family Relationships	58	36.2	20	12.5	40	25.0	42	26.2
Guidance & Discipline of Children	55	34.4	23	14.4	41	25.6	41	25.6
Human Sexuality	50	31.3	26	16.2	44	27.5	40	25.0
Intergenerational Relations	46	28.7	29	18.1	43	26.9	42	26.2
Marital Adjustments	55	34.4	21	13.1	44	27.5	40	25.0
Parenting	54	33.7	23	14.4	41	25.6	42	26.2
Physical, Emotional, Social & Intellectual Development of Children	53	33.1	24	15.0	42	26.2	41	25.6
Prenatal Care & Development	49	30.6	24	15.0	45	28.1	42	26.2
Single Parenting	43	26.9	35	21.9	41	25.6	41	25.6
Other[1]								

[1]Self-improvement

(continued)

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS: Would Teach N	Would Teach %	Uncertain N	Uncertain %	Would Not Teach N	Would Not Teach %	No Response N	No Response %
Food & Nutrition								
Basic Nutrition	76	47.5	18	11.2	22	13.7	44	27.5
Consumer in the Marketplace	72	45.3	19	11.9	23	14.5	45	28.3
Factors Affecting Food Choices	67	41.9	22	13.7	22	13.7	49	30.6
Food Faddism	62	38.7	24	15.0	25	15.6	49	30.6
Food Preservation	56	35.0	27	16.9	29	18.1	48	30.0
Food Selection, Preparation and Service	63	39.4	27	16.9	23	14.4	47	29.4
Meal Planning	70	44.0	19	11.9	23	14.5	47	29.6
Nutrition for the Elderly	67	41.9	24	15.0	23	14.4	46	28.7
Social Entertaining	60	37.5	27	16.9	26	16.2	47	29.4
Other[1]								

[1]Therapeutic cooking; Diet and Disease; Natural foods; Microwave cooking; Food preparation for the handicapped.

(continued)

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS: Would Teach N	%	Uncertain N	%	Would Not Teach N	%	No Response N	%
Textiles & Clothing								
Alterations on Ready-Made Clothing	84	52.5	23	14.4	26	16.2	27	16.9
Clothing Buymanship	82	51.2	21	13.1	18	11.2	39	24.4
Clothing Construction for Children	100	62.5	13	8.1	18	11.2	29	18.1
Clothing Construction for the Family	110	68.8	10	6.3	16	10.0	24	15.0
Clothing Construction for the Elderly	96	60.0	16	10.0	20	12.5	28	17.5
Clothing Construction for the Handicapped	71	44.4	31	19.4	25	15.6	33	20.6
Clothing Selection for Children	86	53.7	25	15.6	12	7.5	37	23.1
Clothing Selection for the Family	93	58.1	19	11.9	13	8.1	35	21.9
Clothing Selection for the Elderly	85	53.5	23	14.5	15	9.4	36	22.6
Clothing Selection for the Handicapped	75	46.9	29	18.1	18	11.2	38	23.7
Pattern Alteration	89	55.6	18	11.2	23	14.4	30	18.8

(continued)

CONSUMER & HOMEMAKING TOPICS	DEGREE OF WILLINGNESS: Would Teach N	%	Uncertain N	%	Would Teach N	%	No Response N	%
Textiles & Clothing (continued)								
Selection, Care & Use of Sewing Equipment	97	60.6	16	10.0	17	10.6	30	18.0
Sewing with Knits & Sweater Knits	92	57.5	20	12.5	20	12.5	28	17.5
Social & Psychological Aspects of Clothing	79	49.4	28	17.5	16	10.0	37	23.1
Other[1]								

[1]Clothing selections for self; clothing design; equipment; accessories; recycling; care and repair; color and line principles; flat pattern making from basic sloper; men's clothing and tailoring; tailoring; consumer fabric care; custom design.

SUGGESTED TOPICS FOR IN-SERVICE EDUCATION
FOR HOME ECONOMICS TEACHERS OF ADULTS

FOOD & NUTRITION

Additives

Basic math as related to food and nutrition

Basic nutrition

Clinical diets

Consumer in the marketplace

Cooking with children

Family food for growth

Food faddism

Food for the elderly

Foods of the future

Food preparation techniques

Food preservation

Gourmet foods

Low calorie/special diets

Low income needs

Meal planning

Meat cutting

Metrics

Microwave cooking

Natural foods

Research updates

Specific dietary needs

Social entertaining

SUGGESTED TOPICS FOR IN-SERVICE EDUCATION
FOR HOME ECONOMICS TEACHERS OF ADULTS

HOUSING & HOME FURNISHINGS

Alternative housing choice

Buying a home

Buying furnishings

Color, line & design

Current trends in home furnishings

Draperies - decorating

Furniture construction

Home accessories

Home safety

Housing for low income

Housing for the handicapped/elderly

Influence of housing on people

Interior design

Maintenance & renovation

Planning a house

Refinishing furniture

Reupholstery - slipcovers

Small apartment & mobile home furnishings

SUGGESTED TOPICS FOR IN-SERVICE EDUCATION
FOR HOME ECONOMICS TEACHERS OF ADULTS

HUMAN DEVELOPMENT, CHILD DEVELOPMENT & FAMILY DEVELOPMENT

Adjusting to retirement

Adolescent behavior

Changing children's behavior

Child abuse/parent abuse

Communications in families

Coping with divorce/death/etc.

Family crises - single parent intergenerational relations

Family interaction

Family leisure time activities

Family psychology

Family relationships

Guidance of children

Infant care & stimulation

Marital adjustments

Mental health

One parent families

Parent - child interaction

Parenting

Research on the family

Sex education for handicapped

Teenage marriages

The elderly

SUGGESTED TOPICS FOR IN-SERVICE EDUCATION FOR HOME ECONOMICS TEACHERS OF ADULTS

MANAGEMENT & FAMILY ECONOMICS

Advertising

Budgeting

Buymanship information

Consumer credit

Consumer education for low income families

Consumer tips on energy conservation

Current U.S. statistics on family spending

Estates, wills, trusts, insurance

Helping children learn values of money

How to stretch the family budget for clothing

Legal rights & responsibilities

Legislation

Making the voice of the consumer heard

Management of resources

New ideas in the home management field

Product information & safety

Retirement planning

SUGGESTED TOPICS FOR IN-SERVICE EDUCATION
FOR HOME ECONOMICS TEACHERS OF ADULTS

TEXTILES & CLOTHING

Alterations on ready-mades

Clothing buymanship

Clothing construction for children

Clothing construction for the handicapped/elderly

Clothing selection for the family

Demonstration workshops for new equipment, etc.

Current development in style, fabrics and techniques

Fabrics used in decorating a home

Fashions for today

Machine repair

New methods and techniques

New products

Pattern alterations

Pattern designing

Recognizes fibers and fabrics

Sewing on today's fabrics

Sewing with knits and sweater knits

Short cuts in construction

Social & psychological aspects of clothing

Tailoring

Up-to-date visual aids

Weaving

HIGH PRIORITY STATEMENTS IDENTIFIED BY BROWARD COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
5.00	1	Basic nutrition information for good health.
5.00	5	Infant and child nutrition information for disadvantaged families.
5.00	6	Nutrition for the elderly.
5.00	130	Criteria for selecting day care centers.
4.67	136	Managing dual roles - parenting and working.
4.60	2	Nutrition information for the disadvantaged.
4.33	128	Day care.
4.33	131	Survival skills for coping with drugs - peer pressure.
4.33	133	Preparing for parenthood.
4.33	134	Parent roles.

HIGH PRIORITY STATEMENTS IDENTIFIED BY DADE COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
4.80	137	Problem solving between parent and child.
4.60	63	Clothing alterations & renovations for women.
4.60	86	Basic consumer education.
4.60	87	Consumer awareness.
4.60	136	Managing dual roles - parenting and working.
4.40	4	Meal planning on a limited budget.
4.40	28	Dietary problems of the elderly.
4.40	41	Beginners clothing construction.
4.40	102	Coping with rapid changes in economy, i.e., inflation, etc.
4.40	117	Small appliances - which ones are needed and how to combine uses.
4.40	128	Day care.
4.40	129	After school care.
4.40	131	Survival skills for coping with drugs - peer pressure
4.40	165	Identifying and utilizing community resources for families, especially for the elderly.

HIGH PRIORITY STATEMENTS IDENTIFIED BY DUVAL COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
4.80	1	Basic nutrition information for good health.
4.60	112	Time and energy saving ideas.
4.60	116	Energy conservation.
4.60	132	Preparation for marriage.
4.40	6	Nutrition for the elderly.
4.40	9	Preparing economical dishes.
4.40	86	Basic consumer education.
4.40	87	Consumer awareness.
4.40	102	Coping with rapid changes in economy, i.e., inflation, etc.
4.40	107	Stretching the dollar to meet food, housing and medical costs.
4.40	108	Getting the most for your money.
4.40	133	Preparing for parenthood.
4.40	134	Parent roles.
4.40	135	Family relationships.
4.40	136	Managing dual roles - parenting and working.
4.40	137	Problem solving between parent and child.
4.40	158	Care of the elderly.

HIGH PRIORITY STATEMENTS IDENTIFIED BY HILLSBOROUGH COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
4.71	1	Basic nutrition information for good health.
4.71	6	Nutrition for the elderly.
4.71	41	Beginners clothing construction.
4.71	45	Constructing women's clothing.
4.57	4	Meal planning on a limited budget.
4.57	50	Shortcuts in sewing.
4.57	53	Fabric selection.
4.57	63	Clothing alterations & renovations for women.
4.57	65	Clothing alterations & renovations for children.
4.57	73	Laundering and pressing techniques.
4.57	159	Home-sick care.

HIGH PRIORITY STATEMENTS IDENTIFIED BY ORANGE COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
4.80	6	Nutrition for the elderly.
4.60	1	Basic nutrition information for good health.
4.60	5	Infant and child nutrition information for disadvantaged families.
4.60	92	Consumer information on investments for retirement.
4.60	132	Preparation for marriage.
4.60	133	Preparing for parenthood.
4.60	158	Care of the elderly.
4.40	2	Nutrition information for disadvantaged.
4.40	4	Meal planning on a limited budget.
4.40	41	Beginners clothing construction.
4.40	42	Advanced clothing construction.
4.40	47	Construction clothing for the elderly.
4.40	66	Clothing alterations & renovations for the elderly.
4.40	89	Consumer information on loans.
4.40	90	Consumer information on installment buying.
4.40	91	Consumer information on insurance.
4.40	138	Planning a family.

HIGH PRIORITY STATEMENTS IDENTIFIED BY PINELLAS COUNTY

MEAN	STATEMENT NUMBER	STATEMENT
4.75	6	Nutrition for the elderly.
4.50	1	Basic nutrition information for good health.
4.50	26	Menu planning for special diets, i.e., diabetic, high blood pressure, etc.
4.50	27	Cooking for special diets, i.e., diabetic, high blood pressure.
4.50	155	Stress management.
4.25	2	Nutrition information for disadvantaged.
4.25	28	Dietary problems of the elderly.
4.25	96	Money management.
4.25	102	Coping with rapid changes in economy, i.e., inflation, etc.
4.25	103	Budgeting - how to prepare and follow.
4.25	107	Stretching the dollar to meet food, housing and medical costs.
4.25	116	Energy conservation.
4.25	142	Coping with new roles - retirees.
4.25	158	Care of the elderly.

Mean Scores of Phase II and Phase III of
the Delphi Study with Mean
Scores by County for Phase III

Needs Statements	MEANS							
	Phase II	Phase III	Broward	Dade	Duvall	Hillsborough	Orange	Pinellas
1. Basic nutrition information for good health	4.32	4.58	5.00	4.20	4.80	4.71	4.60	4.50
2. Nutrition information for disadvantaged	4.07	4.13	4.60	4.00	3.20	4.43	4.40	4.25
3. Selection of food	3.90	3.77	3.67	3.80	3.80	4.00	3.80	3.75
4. Meal planning on a limited budget	4.24	4.32	4.00	4.40	4.20	4.57	4.40	4.00
5. Infant and child nutrition for disadvantaged families	4.07	4.16	5.00	3.80	3.80	4.14	4.60	3.50
6. Nutrition for the elderly	4.20	4.58	5.00	4.20	4.40	4.71	4.80	4.75
7. Sources of protein substitutes and alternatives	3.71	3.52	3.67	2.80	3.20	4.42	3.40	3.50
8. Using food coupons to cut costs	3.17	3.32	4.00	3.60	3.00	3.57	3.00	3.00
9. Preparing economical dishes	4.17	4.26	4.00	4.20	4.40	4.43	4.20	4.00
10. Basic food preparation	3.63	3.77	4.00	3.80	4.00	4.00	3.40	3.50
11. Reading food labels & interpreting date coding information	3.56	3.48	3.67	3.80	3.40	3.71	3.20	3.25
12. Methods of cooking and/or preparing unusual foods	2.49	2.39	2.67	2.40	1.80	2.14	2.60	3.25
13. Preparation of foods for different ethnic groups	2.63	2.19	3.00	2.40	1.80	2.00	2.20	2.25
14. Chinese cooking	2.00	2.13	1.67	2.20	2.00	2.29	2.20	1.75
15. Gourmet cooking	2.17	2.07	1.67	2.20	2.00	2.14	1.80	2.00
16. Cutting and carving various types of meat	2.42	2.36	2.00	2.60	2.00	2.86	2.20	2.25
17. Selecting cuts of meat	3.42	3.23	3.00	3.20	3.20	3.43	3.40	3.00
18. Preparing various cuts of meat	3.44	3.26	2.00	3.40	3.40	3.71	3.60	2.75
19. Garnishing methods	2.39	2.16	1.67	2.60	2.00	2.14	2.40	2.00
20. Insecticides used on fruits and vegetables	2.88	2.32	1.33	2.80	1.80	2.86	2.20	2.00
21. Freezing foods	3.42	3.32	2.33	3.60	2.80	4.00	3.40	3.00
22. Canning foods	2.98	3.13	2.33	3.00	3.00	3.86	3.40	2.25
23. Dehydrating foods	2.78	2.42	1.00	2.60	1.60	3.00	3.00	2.00
24. Gardening	3.20	3.07	1.30	3.60	3.20	3.29	3.40	2.75
25. Diet for weight loss	3.78	3.52	3.00	4.00	3.00	3.86	3.40	3.25
26. Menu planning for special diets, i.e. diabetic, high blood pressure, etc.	3.98	4.03	3.67	4.00	3.60	4.43	3.80	4.50
27. Cooking for special diets, i.e. diabetic high blood pressure, etc.	3.95	4.00	3.33	4.00	3.60	4.43	3.80	4.50
28. Dietary problems of the elderly	4.02	4.10	2.67	4.40	4.20	4.43	4.00	4.25
29. Food preparation techniques for those with physical disabilities	3.66	3.77	3.00	3.80	3.80	3.57	4.00	3.75
30. Cooking for one or two	3.17	3.10	3.33	3.60	2.20	3.00	3.00	3.75
31. Food preparation to save nutrients	3.81	3.45	2.67	3.20	3.60	3.71	3.60	3.75
32. Microwave cooking	3.07	2.97	2.67	4.20	2.80	2.71	2.80	3.00
33. Time saving techniques in food preparation	3.42	3.32	2.00	4.00	3.60	2.71	3.40	3.25
34. Food for special occasions	2.27	2.16	1.67	3.00	2.00	2.14	2.00	2.00

Mean Scores of Phase II and Phase III of
the Delphi Study with Mean
Scores by County for Phase III

Needs Statements	MEANS							
	Phase II	Phase III	Broward	Dade	Duvall	Hillsborough	Orange	Pinellas
35. Foods for entertaining	2.27	2.16	1.67	3.00	2.00	2.14	2.00	2.00
36. Entertaining on a budget	2.61	2.32	1.00	2.80	2.00	2.71	2.40	2.25
37. Cake decorating	2.00	2.07	1.67	2.80	1.80	2.00	2.20	1.75
38. Cooking shortcuts	3.20	3.03	3.00	3.60	2.40	3.00	2.60	2.75
39. Basic tailoring	3.37	3.55	2.67	4.00	3.20	3.43	4.00	3.00
40. Update on construction skills	3.83	3.87	2.67	4.20	3.40	4.29	3.80	3.75
41. Beginners'sewing construction	4.12	4.26	3.67	4.40	3.80	4.71	4.40	3.75
42. Advanced clothing construction	3.83	4.00	3.00	4.00	3.60	4.29	4.40	3.75
43. Creative clothing construction	3/85	3/87	3.00	4.00	3.60	4.14	4.20	3.50
44. Constructing children's clothing	3.66	3.81	4.30	3.60	3.20	4.29	4.00	3.25
45. Constructing women's clothing	3.88	4.16	4.00	4.20	3.40	4.71	4.20	3.75
46. Constructing men's clothing	3.49	3.74	3.33	3.60	3.40	4.00	4.20	3.25
47. Constructing clothing for the elderly	3.68	3.87	2.67	3.80	3.80	4.43	4.40	3.75
48. Sewing knit fabrics	3.61	3.45	2.67	4.00	2.80	4.00	3.00	3.50
49. Stretch and sew methods	3.37	3.58	3.00	4.00	2.80	4.14	3.00	3.50
50. Shortcuts in sewing	3.88	3.97	3.00	3.80	3.60	4.57	4.20	3.50
51. Tailoring shortcuts	3.63	3.65	2.33	4.00	3.00	4.29	4.00	3.00
52. Shortcuts to fashion sewing	3.66	3.84	3.67	4.00	3.20	4.29	4.00	3.00
53. Fabric selection	3.93	3.81	4.00	3.80	3.00	4.57	4.00	3.50
54. New fabrics	3.71	3.42	3.33	3.80	2.40	3.86	3.80	3.25
55. Reading clothing labels	3.37	3.23	3.33	3.40	2.60	3.43	3.60	3.00
56. Use of trims, i.e. buttons, decorative trim	2.81	2.71	3.00	3.00	2.20	3.25	2.60	2.25
57. Accessory construction, i.e. belts, scarves	2.68	2.61	3.00	3.00	2.00	2.86	2.80	2.25
58. Selecting sewing tools i.e. scissors, thread	3.10	2.97	3.00	3.20	2.40	3.57	2.40	3.00
59. Selecting sewing machines	3.24	3.07	2.33	3.20	2.40	3.29	3.60	3.25
60. Selection, care and construction of clothing for handicapped	3.51	3.65	3.33	3.20	4.00	3.57	3.80	3.75
61. Self-help clothing ideas	3.37	3.36	3.00	3.60	3.60	3.14	3.40	3.25
62. Clothing selection	3.39	3.32	3.67	3.20	3.60	3.29	3.20	3.25
63. Clothing alterations and renovations for women	4.12	4.07	3.33	4.60	3.80	4.57	3.60	3.50
64. Clothing alterations and renovations for men	3.76	3.65	3.33	4.20	2.80	4.00	3.60	2.50
65. Clothing alterations and renovations for children	3.66	3.65	3.33	3.60	3.60	4.57	3.60	2.50
66. Clothing alterations and renovations for the elderly	4.10	3.84	2.33	4.00	3.40	4.29	4.40	3.75
67. Fitting & altering ready-to-wear clothing	3.98	3.90	2.33	4.20	3.80	4.29	4.00	3.75
68. Family clothing repairs	3.88	3.94	3.33	4.00	3.80	4.14	4.00	4.00
69. How to buy clothing for children	3.20	3.26	3.33	3.20	3.40	3.43	3.60	2.50

Mean Scores of Phase II and Phase III of
the Delphi Study with Mean
Scores by County for Phase III

Needs Statements	Phase II	Phase III	MEANS Broward	Dade	Duvall	Hillsborough	Orange	Pinellas
70. Clothing selection for older women	3.44	3.52	2.33	3.60	3.20	4.00	4.00	3.50
71. Dressing your best for less	3.73	3.52	3.00	3.20	3.60	4.14	3.40	3.50
72. Maintenance and care of clothing	3.83	3.65	3.00	3.40	3.80	4.29	3.60	3.50
73. Laundering and pressing techniques	3.46	3.48	3.00	3.00	3.60	4.57	3.20	3.25
74. Pattern making	2.95	3.00	2.33	2.80	3.20	3.14	3.00	2.75
75. Easy pattern alternations	3.88	3.68	2.33	4.00	3.60	4.43	3.60	3.75
76. Patterns for the elderly	3.49	3.32	1.67	3.60	3.60	3.71	3.60	3.25
77. Drapery making	3.59	3.58	2.67	4.20	3.60	3.29	3.60	3.25
78. Curtain making	3.46	3.55	2.67	4.00	3.60	3.29	3.60	3.25
79. Upholstery-reupholstery	3.51	3.39	2.33	3.60	3.40	3.14	3.40	3.50
80. Slip covers	3.32	3.36	2.67	3.60	3.20	3.14	3.20	3.50
81. Sewing household items, i.e. pot holders, toaster covers, etc.	2.85	2.61	2.67	3.00	2.40	2.86	2.40	2.75
82 Repairing linens, blankets, sheets, etc.	3.07	3.03	2.67	3.00	3.40	3.57	2.80	2.75
83. Home decorating ideas	3.17	3.16	2.00	3.60	3.20	3.71	2.40	2.75
84. Home decorating on a budget of low cost decorating	3.59	3.29	2.00	3.60	3.60	3.57	2.60	3.00
85. Needlecraft	2.95	2.55	1.33	3.00	2.20	3.14	2.40	2.75
86. Basic consumer education	4.05	4.13	3.00	4.60	4.40	4.43	4.20	4.00
87. Consumer awareness	4.12	4.03	3.00	4.60	4.40	4.00	4.20	4.00
88. Consumer psychology	3.83	3.58	2.33	4.00	3.60	3.86	4.00	3.50
89. Consumer information on loans	3.71	3.58	2.33	3.40	3.40	4.00	4.40	3.50
90. Consumer information on installment buying	3.78	3.68	3.00	3.40	3.80	3.85	4.40	3.50
91. Consumer information on insurance	3.83	3.71	3.00	3.40	3.80	3.85	4.40	3.75
92. Consumer information on investments for retirement	3.98	3.68	2.33	3.40	4.00	3.85	4.60	3.50
93. Law for the layman	3.78	3.48	2.33	3.40	3.40	-.29	4.20	3.25
94. Comparison shopping	3.93	3.77	3.00	4.00	3.80	3.86	4.00	4.00
95. Wise shopping by research	3.54	3.42	3.00	3.40	3.20	3.71	3.60	3.50
96. Money management	4.05	4.13	4.00	3.80	4.20	4.00	4.20	4.25
97. Where to shop	3.61	3.45	3.67	3.80	3.40	3.57	3.40	3.00
98. Wise buying techniques for food	3.95	3.90	3.67	4.00	4.20	3.86	4.00	4.00
99. Wise buying techniques for clothing	3.95	3.90	3.67	4.00	4.20	3.86	4.00	4.00
100. Wise buying techniques for appliances	3.81	3.68	3.67	3.80	4.00	3.71	3.60	3.50
101. Selecting home furnishings	3.37	3.16	2.67	3.80	2.80	3.29	3.20	3.00
102. Coping with rapid changes in economy, i.e. inflation, etc.	4.02	4.00	2.33	4.40	4.40	3.86	4.20	4.25
103. Budgeting -- how to prepare and follow	4.10	3.94	2.67	4.00	4.20	4.14	3.80	4.25

Mean Scores of Phase II and Phase III of
the Delphi Study with Mean
Scores by County for Phase III

Needs Statements	MEANS							
	Phase II	Phase III	Broward	Dade	Duvall	Hillsborough	Orange	Pinellas
104. Savings, investments, insurance, etc.	3.85	3.58	3.00	3.80	3.40	3.29	4.00	3.75
105. Estate and will planning	3.66	3.29	2.00	3.80	3.20	3.00	3.80	3.50
106. Managing our lives more economically	3.76	3.48	2.33	3.80	3.80	3.43	3.60	3.25
107. Stretching the dollar to meet food, housing and medical cost	4.32	4.19	3.33	4.20	4.40	4.29	4.00	4.25
108. Getting the most for your money	4.29	4.10	3.00	4.00	4.40	4.29	4.00	4.00
109. Selecting living space -- buy or rent?	3.63	3.39	3.00	3.80	3.60	3.14	3.40	3.00
110. Real estate -- buying, trading, selling, leasing	3.15	3.13	2.33	3.40	3.20	3.00	3.40	3.00
111. Home management for the elderly	3.83	3.52	2.67	3.60	3.80	3.57	3.40	3.50
112. Time and energy saving ideas	4.07	3.90	3.33	4.00	4.60	3.71	3.80	3.50
113. Efficient housekeeping	3.73	3.36	2.67	3.60	3.60	3.00	3.80	3.25
114. Home maintenance	3.66	3.36	3.00	3.80	3.60	2.86	3.60	3.25
115. Simple home repairs	3.88	3.65	3.00	3.80	3.60	3.57	4.00	3.25
116. Energy conservation	4.24	4.07	3.33	4.00	4.60	3.86	4.20	4.25
117. Small appliances -- which ones are needed and how to combine uses	3.66	3.45	2.67	4.40	3.60	3.00	3.80	3.50
118. Recipes and techniques for using small appliances	3.49	3.16	2.67	4.20	2.80	2.85	3.40	3.25
119. How to use microwave ovens	3.22	2.87	1.67	4.20	3.00	2.29	3.20	3.00
120. How to use food processors, blenders, etc.	3.20	3.03	1.67	4.20	2.80	3.00	3.00	3.00
121. Child development	3.56	3.58	4.00	4.00	3.80	3.42	3.20	2.50
122. Human reproduction	3.07	3.45	3.67	3.20	3.60	3.42	3.80	2.25
123. Infant care training	3.61	3.65	4.00	4.00	3.20	3.86	3.40	2.75
124. Activities for parents and children	3.27	3.48	3.67	4.00	3.40	3.29	3.40	2.50
125. Adolescent problems	3.76	3.65	3.67	4.20	3.80	3.43	3.40	2.75
126. Basic child psychology	3.59	3.52	3.67	3.80	3.40	3.42	3.40	2.75
127. Child guidance and discipline	3.83	3.84	4.00	3.80	4.20	4.00	3.60	2.75
128. Day care	3.81	3.94	4.33	4.40	3.60	3.57	4.20	3.25
129. After school care	3.83	3.87	3.67	4.40	3.60	3.71	4.20	3.00
130. Criteria for selecting day care centers	3.88	3.84	5.00	4.00	3.60	3.57	4.00	2.75
131. Survival skills for coping with drugs -- peer pressure	4.10	4.13	4.33	4.40	4.20	4.14	4.00	3.25
132. Preparation for marriage	4.05	3.97	3.00	4.20	4.60	3.86	4.60	3.00
133. Preparing for parenthood	4.20	4.13	4.33	4.20	4.40	4.00	4.60	3.25
134. Parent roles	4.00	4.03	4.33	4.20	4.40	3.85	4.20	3.25
135. Family relationships	4.24	4.10	3.33	4.20	4.40	4.43	4.20	3.50
136. Managing dual roles -- parenting and working	4.27	4.19	4.67	4.60	4.40	3.85	4.00	3.50
137. Problem solving between parent and child	4.15	4.07	4.00	4.80	4.40	3.86	4.00	3.25

Mean Scores of Phase II and Phase III of
the Delphi Study with Mean
Scores by County for Phase III

Needs Statements	Phase II	Phase III	Broward	Dade	Duvall	Hillsborough	Orange	Pinellas
			MEANS					
138. Planning a family	3.81	3.71	3.67	3.80	3.80	3.42	4.40	3.00
139. Understanding human needs	3.95	3.61	4.00	3.60	3.80	3.42	3.60	3.25
140. Behavior modification	3.37	3.26	3.33	3.40	3.00	3.42	3.40	3.25
141. Values clarification	3.51	3.29	3.33	3.40	3.20	3.29	3.60	3.25
142. Coping with new roles -- retirees	3.88	3.74	2.33	4.00	3.20	4.00	4.00	4.25
143. Coping with new roles -- men in the kitchen	3.56	3.45	2.33	3.80	3.00	3.42	3.60	4.00
144. Coping with new roles -- women as bread-winners	3.73	3.55	3.00	3.60	3.80	3.29	3.80	3.50
145. Coping with new roles -- single adults	3.66	3.45	3.00	3.80	3.20	2.86	3.80	4.00
146. Coping with new roles -- widowhood	3.90	3.87	3.00	4.20	3.60	4.00	4.00	4.00
147. Coping with new roles -- single parents	3.71	3.61	3.00	4.20	3.60	3.43	3.80	2.75
148. Coping with new roles -- teenage parent-hood	3.68	3.84	4.00	4.20	3.60	3.71	4.20	2.75
149. Coping with lonliness	3.90	3.74	3.00	4.20	3.60	4.00	3.40	4.00
150. Coping with age transition	3.63	3.48	3.00	3.80	2.80	3.71	3.60	3.75
151. Coping with death	3.73	3.81	3.67	4.00	3.20	3.86	4.00	4.00
152. Helping the displaced homemaker	3.71	3.58	3.00	3.80	3.20	3.43	4.00	3.25
153. Personal development for the elderly	3.81	3.90	3.33	4.20	3.60	3.86	4.20	4.00
154. The changing society	3.61	3.48	2.67	3.60	3.80	3.86	3.60	3.25
155. Stress management	3.98	4.07	3.33	4.00	3.80	4.43	4.00	4.50
156. Deterioration of the traditional family	3.54	3.61	3.00	3.80	4.30	3.71	3.80	3.50
157. Homes in conflict	3.63	3.58	3.00	3.60	3.40	3.71	3.60	3.75
158. Care of the elderly	4.24	4.26	3.33	4.00	4.40	4.29	4.60	4.25
159. Home-sick care	4.00	4.10	3.00	4.00	4.20	4.57	3.80	4.00
160. Coping with physical infirmities	3.83	3.81	2.67	3.80	3.40	4.00	4.00	4.00
161. Grooming and personal hygiene	3.54	3.61	3.00	4.00	3.60	3.14	3.80	3.75
162. Grooming and personal hygiene for the elderly	3.76	3.58	2.67	3.80	3.80	3.43	3.80	3.75
163. Special needs education incorrectional institutions	3.49	3.71	4.00	4.00	2.80	3.71	3.60	3.75
164. Special needs education for the handicapped	3.88	4.00	4.00	4.20	3.60	3.86	4.00	4.00
165. Identifying and utilizing community resources for families, especially for the elderly	3.88	4.03	3.33	4.40	4.20	3.86	4.20	4.00
166. Creative use of leisure time	3.78	3.39	2.67	3.80	3.40	3.29	3.80	3.75
167. Flower arranging	2.15	2.13	1.33	2.60	1.80	2.00	3.00	1.75